

**O'ZBEKISTON RESPUBLIKASI**  
**OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

**NAMANGAN DAVLAT UNIVERSITETI**

**JAHON TILLAR FAKULTETI**

**INGLIZ TILI KAFEDRASI**

**AKADEMIK YOZUV**

fanidan

# ***O'QUV - USLUBIY MAJMUA***

*4-bosqich talabalari uchun*



<b>Bilim sohasi:</b>	<b>100000 – Gumanitar soha</b>
<b>Ta'lim sohasi:</b>	<b>110000 - Pedagogika</b>
<b>Ta'lim yo'lanishi:</b>	<b>5111400- Xorijiy til va adabiyoti</b> <b>(ingliz tili) kunduzgi</b>

**Namangan – 2024**

O'quv uslubiy majmua O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirligining 2020 yil 1-martdagi "Yangi o'quv uslubiy majmualarni tayyorlash bo'yicha uslubiy ko'rsatmani tavsiya etish to'g'risida" gi 107- sonli buyrug'iga muvofiq Oliy va o'rta maxsus, kasb-hunar ta'limi yo'nalishlari bo'yicha O'quv-uslubiy birlashmalar faoliyatini Muvofiqlashtiruvchi kengashning 2020 yil 27 - iyundagi 6-sonli bayonnomasi bilan ma'qullangan hamda O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirligi 2020 yil 24 avgustdagi 603-sonli buyrug'i bilan tasdiqlangan fan dasturiga muvofiq ishlab chiqildi.

**Tuzuvchi:**

**D.Sarimsakova**

O'quv uslubiy majmua Namangan davlat universiteti Jahon tillar fakulteti Ingliz tili kafedrasida ko'rib chiqilgan va tasdiqqa tavsiya qilingan.

2024 yil \_\_\_ avgust \_\_ - sonli majlis bayoni.

**Ingliz tili kafedrasi mudiri:**

**S. Daminjanov**

O'quv uslubiy majmua Namangan davlat universiteti Jahon tillar fakulteti ilmiy kengashida ko'rib chiqilgan va tasdiqqa tavsiya qilingan.

2024 yil \_\_\_ avgust \_\_ - sonli majlis bayoni.

**Fakultet dekani:**

**f.f.n. Q.Sidiqov**

## MUNDARIJA

<b>№</b>	<b>MAVZULAR NOMI</b>	<b>SAHIFALAR</b>
<b>1</b>	<b>O'QUV MATERILLAR</b>	
	Asosiy matn	
	Topshiriqlar variantlari	
	Masala va misollar	
	Keyslar to'plami	
<b>2</b>	<b>MUSTAQIL TA'LIM MASHG'ULOTLARI</b>	
<b>3</b>	<b>GLOSSARY</b>	
<b>4</b>	<b>ILOVALAR</b>	
	Fan dasturi	
	Ishchi fan dastur	
	Testlar	
	Tarqatma materiallar	
	Baholash mezonlarini qo'llash bo'yicha uslubiy ko'rsatmalar	



## Syllabus of the subject

### Introduction

Compulsory for English majors  
120 hours for practical classes in semesters 7-8

### Aim

To provide students with guidance and assistance in writing and organizing a successful diploma work.

### Objectives

By the end of the course students will

- ✓ get the overall awareness of the course and be confident;
- ✓ be able to understand the importance of the thesis on his ongoing study
- ✓ have a basis for continuing the subject with great interest

### Indicative content:

Introduction to and overview of the course

Teacher's physical presence in class

*Body language*

*Voice*

Classroom Language

*Creating an English environment*

*The language of the classroom*

*Questioning*

*Giving instructions*

*Giving oral feedback*

*The use of the mother tongue*

### Approaches to teaching and learning

- Task-based practical work
- Discussion of key issues
- Reading assigned readings
- Self-study
- Structured reflection as a learner and future teacher
- Case studies
- Observations
- Micro-teaching

### Learning outcomes:

By the end of Year 4 students should have

- a practical understanding of the importance of research writing
- developed an ability to critically analyse the theses and sources on diploma
- integrated and mastered different techniques and approaches on research writing

### Assessment profile

Continuous Assessment <ul style="list-style-type: none"><li>• Literature review 20%</li><li>• Participation in the lesson 10%</li></ul>	40 %
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<ul style="list-style-type: none"> <li>• Homework accomplishment 10%</li> </ul>	
<b>Mid-course Assessment</b> <ul style="list-style-type: none"> <li>• Research plan</li> </ul>	30%
<b>Final Assessment</b> <ul style="list-style-type: none"> <li>• Calculation of results of the research</li> <li>• Ways of expressing statistics on diagrams and graphs</li> <li>• Writing the results of the research</li> <li>• Writing scientific conclusion</li> </ul>	30 %

### **Indicative bibliography**

1. Cambridge English skills real listening and speaking 2 with answers and audio CD: level 2
2. Cambridge English skills real writing 2 with answers and audio CD: level 2
3. Cambridge English skills real reading 2 with answers and audio CD: level 2
4. Stephen Bailey (2011) Academic writing. A handbook for international students 3rd edition by Routledge
5. Stephen Bailey (2006) Academic writing. A handbook for international students 2nd edition by Routledge
6. On the content of an abstract and APA reference style: Publication manual of the American psychological association (5th ed.). (2007). Washington, DC: American Psychological Association.
7. Г.Бакиева, К.Мурадқасимова “Language skill writing 4” 2017

### **3. Mustaqil ta’lim**

Kafedra mutaxassislari tomonidan har bir mavzu bo'yicha talabning mustaqil o'qib o'rganishiga doir vazifa va topshiriqlar ishlab chiqiladi va ularni bajarish uchun aniq ko'rsatmalar misollar yordamida beriladi. Tilni o'rganish jarayonida talaba interfaol usullar vositasida mustaqil ta'lim olishga rag'batlantiriladi va mustaqil fikrlash talab qilinadi. Mustaqil ta'lim uchun tanlangan mavzu bo'yicha ilmiy maqola, tezis va kichik hajmli ilmiy ishlar yozish beriladi. Bundan tashqari, talabalar mustaqil ta'lim bo'yicha bitiruv malakaviy ishi ko'nikmalarini shakllantirish yuzasidan topshiriqlar (summary writing, synthesis writing, paraphrasing and etc) beriladi.

PROGRESS RECORD

Student: \_\_\_\_\_

Supervisor: \_\_\_\_\_

**Submission Schedule**

<b>Deadline</b>	<b>Section(s)</b>	<b>Submitted / Returned</b>
Nov. 26 _____	Statement of Intent	_____//
Feb. 3	Literature Review and Bibliographic Entries (First Draft)	_____// _____
Feb. 16 _____	Literature Review and Bibliography (Final Draft) and Research Plan (First Draft)	_____//
Mar. 6	Research Plan (Final Draft)	
pr. 6 _____	Data Collection and Results & Discussion (First Drafts)	_____//
pr. 27 _____	Data Collection and Results & Discussion (Final Drafts) and Final Reflections (First Draft)	_____//
May 7 _____	Qualification Paper (Preliminary Draft with Cover Page, Abstract, Table of Contents, Reference List and Appendix)	_____//
May 18 _____	Qualification Paper (Final Draft)	_____//

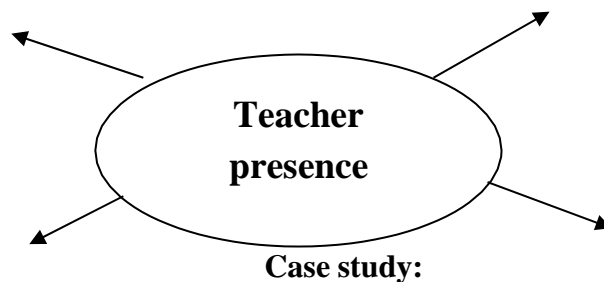
## Methods

The sessions use various task types which may be new to the participants and therefore you will often need to model an activity to make sure the participants know what is expected of them. Below are some activities that are often used in the sessions.

### Brainstorming

Brainstorming is a combination of a relaxed, informal approach to problemsolving and lateral thinking. People are asked to find ideas and thoughts that can at first seem to be a bit irrelevant. The idea is to use some of these ideas to form original, creative solutions to problems. Even some seemingly useless ideas can spark still more ideas. The goal of brainstorming is to direct people to new ways of thinking and break from the usual way of reasoning.

The most important thing about brainstorming is that there should be no criticism of ideas, students try to open up possibilities and discard wrong assumptions about the limits of the problem. Judgments and analysis of ideas are explored after the brainstorming process while focus should be at this stage on idea generation.

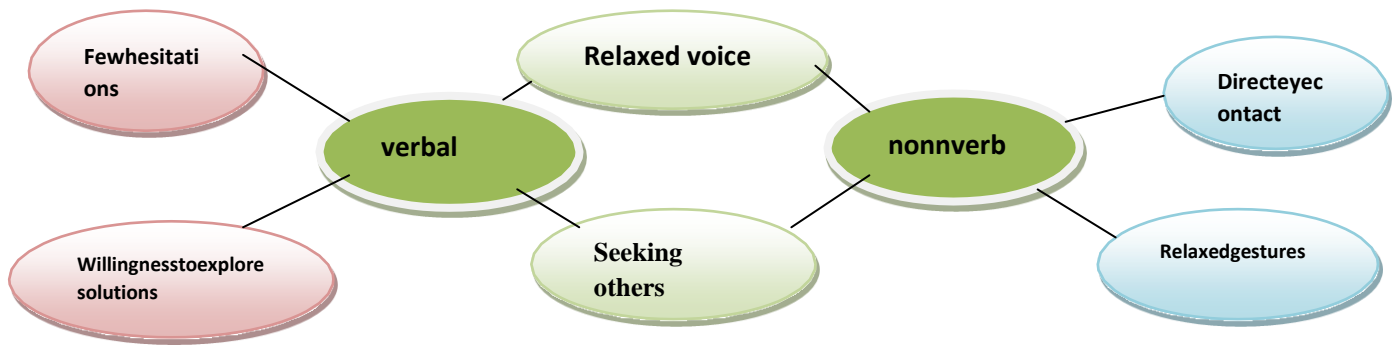


My Unit plan is not working at all! I had planned the Unit day by day trying to gradually increase the difficulty of the lessons. After teaching the material, I then planned the final task. I tried to incorporate all of the elements I had taught but I found it difficult to create a relevant task within reason for the students. The more I planned it, the bigger the task became in order to incorporate all of the material and Curriculum outcomes. I handed it out today in class and explained it to the students, and the first question was "*How are we supposed to do this? Where did I go wrong?*"

### Venn diagram

The Venn diagram is a wonderful mind organizer that requires students to analyze two different objects. It forces the students' cognitive level of thought to operate in a higher domain. This module will make use of this process. Here are some aids to help teach this skill.





### **Rotation**

Put participants in groups and give them a task to complete (make a poster; come up with a list of solutions for the problem, etc). After the participants have finished their task ask a representative from each group to remain at their desks and the rest of the group to go to another table to see what the other group has done. You can choose for the groups to move clockwise or anticlockwise. The representatives should answer any questions and explain their group's choice. Encourage the 'visiting' group members to ask questions, share their views and offer suggestions.

After the groups have done the first 'visit' to the neighboring group ask them to rotate to another group. Repeat the rotation until all the groups have seen the product of all other groups.

### **Mingle**

In this type of activity participants go around the room asking and answering each other's questions. They need to speak to as many people in the room as possible. You can sometimes limit the time to make the activity more exciting or let participants finish the activity. This activity is good for kinesthetic learners. It also fosters rapport between you and participants and is often used as an energizer or an icebreaking activity.

### **Problem solving**

Put participants in groups. Give the groups a task which requires a group solution. While finding a solution group members discuss various ideas and try to find a compromise. This is a good example of a communicative activity where participants in the discussion use English to find the solution

## LESSON #1

<b>Theme #1.</b>	<b>Introduction to the course (research writing)</b>
<b>Length: One hour and twenty minutes</b>	<b>Number of Students:</b>
<b>Lesson Outline</b> <b>Warm-up</b> <b>Informative activities</b>	
<b>The aim:</b> <b>To provide students with guidance and assistance in comprehending what is “Research writing”.</b>	
<b>Objectives:</b> <ul style="list-style-type: none"><li>• <b>To make aware of the purpose of the course</b></li></ul>	
<b>Activity Type:</b>	<b>Individual, small group, whole class (teacher-students)</b>

### **Warm-up. (15 min.)**

Objectives: to lead-in to the topic and to raise students’ interest to it.

Materials: board, marker

Procedure:

- Write the word topic on the board. Have the learners answer the question: *What goes for the topic ?*
  - Allow them to guess and give their answers. The students may give many different answers.
  - Then ask them to give the words associated with topic. It is a sort of brainstorming. Write the words on the board.

### **Introduction**

#### **Aim**

To provide students with guidance and assistance in in comprehending what is “Research writing”.

#### **Objectives**

By the end of the course students will

- ✓ get the overall awareness of the topic and be confident;
- ✓ be able to understand the importance of the topic on his ongoing study
- ✓ have a basis for continuing the subject with great interest

#### **Indicative content:**

*Introduction to and overview of the course*

*Teacher’s physical presence in class*

*Body language*

*Voice*

*Classroom Language*

*Creating an English environment*

*The language of the classroom*

*Questioning*

*Giving instructions*

*Giving oral feedback*

*The use of the mother tongue*

*Approaches to teaching and learning*

*Task-based practical work*

*Discussion of key issues*

*Reading assigned readings*  
*Self-study*  
*Structured reflection as a learner and future teacher*  
*Case studies*  
*Observations*  
*Micro-teaching*

## **Research Writing**

Research writing is, essentially, the writing you have to do for your university courses. Your instructors may have different names for academic writing assignments (essay, paper, research paper, term paper, argumentative paper/essay, analysis paper/essay, informative essay, position paper), but all of these assignments have the same goal and principles.

Goal of Research Writing: Why do students have to write research papers?

The truth is that academic papers are a specially-designed torture instrument. They are preferred because instructors are not directly involved in the torture. Usually students torture themselves by waiting until the last minute to write their papers and by not knowing what they are doing.

That's why this guide was written. A paper is not supposed to be torture. Seriously. The thing about torture was a joke. An academic writing assignment is supposed to be your opportunity to explore something that interests you from your course. You have freedom to choose a topic, empty pages on which to express your own ideas, and an audience that is interested in reading what you think.

In an academic writing assignment, you will start by asking a good question, then find and analyze answers to it, and choose your own best answer(s) to discuss in your paper. Your paper will share your thoughts and findings and justify your answer with logic and evidence. So the goal of academic writing is not to show off everything that you know about your topic, but rather to show that you understand and can think critically about your topic (and this is what earns you a good grade).

Plus, you will develop skills in researching, evaluating information, organizing, arguing, responding to others' arguments, analyzing, and expressing yourself clearly in writing (in English too). These skills, by the way, are all valued by employers.

### 10 Principles of Research Writing

**Clear Purpose.** The goal of your paper is to answer the question you posed as your topic. Your question gives you a purpose. The most common purposes in academic writing are to persuade, analyze/synthesize, and inform.

**Persuasive purpose** – In persuasive academic writing, the purpose is to get your readers to adopt your answer to the question. So you will choose one answer to your question, support your answer using reason and evidence, and try to change the readers' point of view about the topic. Persuasive writing assignments include argumentative and position papers.

**Analytical purpose** – In analytical academic writing, the purpose is to explain and evaluate possible answers to your question, choosing the best answer(s) based on your own criteria. Analytical assignments often investigate causes, examine effects, evaluate effectiveness, assess ways to solve problems, find the relationships between various ideas, or analyze other people's arguments. The "synthesis" part of the purpose comes in when you put together all the parts and come up with your own answer to the question. Examples of these assignments include analysis papers and critical analyses.

Informative purpose – In informative academic writing, the purpose is to explain possible answers to your question, giving the readers new information about your topic. This differs from an analytical topic in that you do not push your viewpoint on the readers, but rather try to enlarge the readers' view.

Some assignments will have a pre-determined purpose (see the examples above); for other assignments, you will have to choose a purpose when you choose a topic (research paper, term paper). And some assignments may have two purposes. In all cases, the purpose will be clear at the beginning of your paper, and your paper must achieve its purpose in order to be successful.

**Audience Engagement.** As with all writing, academic writing is directed to a specific audience in mind. Unless your instructor says otherwise, consider your audience to be fellow students with the same level of knowledge as yourself. As students in the field, they are interested in your topic, but perhaps not so interested in reading a paper. So you will have to engage them with your ideas and catch their interest with your writing style. Imagine that they are also skeptical, so that you must use the appropriate reasoning and evidence to convince them of your ideas.

**Clear Point of View.** Academic writing, even that with an informative purpose, is not just a list of facts or summaries of sources. Although you will present other people's ideas and research, the goal of your paper is to show what you think about these things. Your paper will have and support your own original idea about the topic. This is called the thesis statement, and it is your answer to the question.

**Single Focus.** Every paragraph (even every sentence) in your paper will support your thesis statement. There will be no unnecessary, irrelevant, unimportant, or contradictory information (Your paper will likely include contradictory or alternative points of view, but you will respond to and critique them to further strengthen your own point of view).

**Logical Organization.** Academic writing follows a standard organizational pattern. For academic essays and papers, there is an introduction, body, and conclusion. Each paragraph logically leads to the next one.

The introduction catches the readers' attention, provides background information, and lets the reader know what to expect. It also has the thesis statement.

The body paragraphs support the thesis statement. Each body paragraph has one main point to support the thesis, which is named in a topic sentence. Each point is then supported in the paragraph with logical reasoning and evidence. Each sentence connects to the one before and after it. The readers do not have to work to find the connection between ideas.

The conclusion summarizes the paper's thesis and main points and shows the reader the significance of the paper's findings.

**Strong Support.** Each body paragraph will have sufficient and relevant support for the topic sentence and thesis statement. This support will consist of facts, examples, description, personal experience, and expert opinions and quotations.

**Clear and Complete Explanations.** This is very important! As the writer, you need to do all the work for the reader. The reader should not have to think hard to understand your ideas, logic, or organization. English readers expect everything to be done for them; your thoughts and thought processes should be clearly and completely explained.

Effective Use of Research. Your paper should refer to a variety of current, highquality, professional and academic sources. You will use your research to support your own ideas; therefore, it must be integrated into your writing and not presented separately. That means that source material will be introduced, analyzed, explained, and then cited. Research and APA Style Guide 2010 covers this topic in depth.

Correct APA Style. All academic papers should follow the guidelines of the American Psychological Association as found in Research and APA Style Guide 2010, regarding 4 in-text citations, the reference list, and format.

Writing Style. Because this is your work, you should use your own words whenever possible. Do not try to write like a boring, overly formal scholarly article. Use the natural conversational style that you would use in the classroom. Your writing should be clear, concise, and easy to read. It is also very important that there are no grammar, spelling, punctuation, or vocabulary mistakes in academic writing. Errors convey to the reader that you do not care.

And finally, this rule will override all the principles:

**ALWAYS FOLLOW THE DIRECTIONS OF YOUR INSTRUCTOR.** Every instructor has a reason for giving you an assignment, and each instructor's requirements may differ. Follow your instructor's directions to get the most from an assignment.

## LESSON #2

<b>Theme #2.</b>	<b>Narrowing the topic</b>
<b>Length: One hour and twenty minutes</b>	<b>Number of Students:</b>
<b>Lesson Outline</b> <b>Warm-up</b> <b>Activities</b>	
<b>The aim:</b> <b>To provide students with guidance and assistance in comprehending what is “Research topic”.</b>	
<b>Objectives:</b> <ul style="list-style-type: none"><li>• <b>To make aware of the purpose of the topic</b></li></ul>	
<b>Activity Type:</b>	<b>Individual, small group, whole class (teacher-students)</b>

### Warm-up. (15 min.)

Objectives: to lead-in to the topic and to raise students’ interest to it.

Materials: board, marker

Procedure:

- Write the word topic on the board. Have the learners answer the question: *What goes for the topic ?*
  - Allow them to guess and give their answers. The students may give many different answers.
  - Then ask them to give the words associated with topic. It is a sort of brainstorming. Write the words on the board.

### Introduction

#### Aim

To provide students with guidance and assistance in in comprehending what is “Research writing”.

#### Objectives

By the end of the lesson students will

- ✓ get the overall awareness of the topic and be confident;
- ✓ be able to understand the importance of the topic on his ongoing study
- ✓ have a basis for continuing the subject with great interest

**Time:** 80 min

**Materials:** Below given ready made materials

#### Procedure:

- Distribute the materials and ask the ss to work on the material
- Give Ss shown time to finish the exercises
- Ask students to share their ideas with their partners and present their findings to the group.
- If answers are wrong teacher will clarify the answers.

## Materials of the lesson 2 (choosing a research topic)

### How to decide on a theme for your investigation

The correct choice of research topic will improve the chances of a successful outcome. This chapter outlines the issues that you need to think about as you weigh up the possibilities.

### Key topics

- Taking account of the options open to you
- Deciding on your personal research interests
- Other factors to take into account

### Key terms

**Action research Dissertation Qualitative Quantitative Supervisor**

The topic you choose to research has a great influence on how well you succeed in carrying out the investigation and in writing up your work. A crucial factor is whether you have a genuine interest in the subject matter, as this will motivate you to complete the task to the best possible standard. In addition, many practical matters need to be taken into account, such as the availability of relevant resources, or the feasibility of the intended investigation.

### Your own topic

If you have a specific topic in mind that is not on a prescribed list of dissertation or research project options, you could try approaching a potential supervisor and asking whether it might be considered. If you do this, be prepared to answer searching questions about its viability as a research theme. This may require some detailed research.

### Make your decisions with speed but not haste

If a list of dissertation or research options is presented, find out about it as quickly as possible, as there may be competition for specific topics or for particular supervisors. However, make sure you take all relevant factors into account in a deliberate decision-making process, rather than hastily choosing under pressure. You should give the matter high priority and allocate time and attention to activities that may help you make a decision, such as library or internet searches and discussions with potential supervisors.

### **Deciding on your personal research interests**

It is essential that you find your study area interesting and that there is enough about the topic that is novel and challenging for you. If this is the case, then your levels of motivation will be high and may sustain you through any problems you encounter. If not, you will be liable to become bored or disillusioned, and this will hinder your ability to complete and write up your work.

### **Rewind your past experiences**

Remind yourself about the issues that arose in debate in the lectures, tutorials, seminars or practicals. Reflect on those areas of your course where you found your curiosity and interest being fired. This may give you some direction in selecting a topic.

What, then, is the best way to arrive at a decision? This may depend on your personality, the discipline and the degree of choice you have been given:

- If you have an open choice, then one approach might be to brainstorm possible topics and sub-topics within your subject, then to rank these in order of your interest. You could do this in phases, moving sequentially from broader subject fields to more closely specified research areas, until a clear favourite emerges or you can narrow down the choices.
- If your choice is restricted or from a fixed menu of options, consider each option in turn. Do not reject any possibility out of hand until you know more about it. Obtain background information where necessary and, if a reading list is offered, consult this. Rank the options according to how they appeal to you.

With luck, you will now have created a shortlist of potential topics. The next phase, potentially of equal importance, is to think further about the practical matters that should influence your decision.

### **Other factors to take into account:**

Many factors will influence your ability to complete your studies to a high standard, and they should all be borne in mind as you arrive at a decision. You should also think about how useful the experience and end-product might be. Again, it will be beneficial to score these aspects in relation to the specific topics in your shortlist. You may wish to take into account the following:

### **Potential research approaches**



While you may have distinct preferences for specific areas of study, you should still consider the options at a finer level before making a final decision. Is it possible for you to identify the approach that might be required? Is there a question to be answered, a problem to be solved or an issue to be debated? How will you restrict the potential areas to cover? How exactly will you set about researching the topic? You may alter this 'research angle' through time, but refining your thoughts might aid the decision-making process. Also, bear in mind that if you have a distinct direction to your work from the start, this will increase your chances of success.

**Ex 1. Look at the questions below and discuss them with the whole group.**

- What is research?
- Why should students conduct a research ?
- What types of research are there?
- What is the difference between qualitative and quantitative research?
- What are the stages of writing research?

**Ex 2. Look at the given possible research topics and choose one of them. Once you have chosen try to supply the reasons for choosing it.**

#	Research topics	Reasons
1	Motivating EFL students through collaborative writing with poems	
2	Interconnection of critical thinking and creativity of Uzbek students in teaching foreign language	
3	The role of learning strategies in teaching vocabulary	

4	The importance of Interaction Patterns in Classroom language learning	
5	The Importance Of Phonological Awareness In Teaching English As A Foreign Language	
6	(your own preferred topic)	

In the process of choosing a research topic and writing a research paper one of the most important issues-is identifying a research question.

Research question – gives the opportunity to find what is interesting about the topic. Research question is the **HOOK**<sup>1</sup> to the fact that will interest the reader about the topic.

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<sup>1</sup> Г.Бакиева, К.Мурадқасимова “Language skill writing 4” 2017

*Forexample:*

<b>Topic</b>	<b>Hook (research question)</b>
<b>Formative and Summative Assessment</b>	What form of feedback is effective to increase students' motivation?

**Ex 3. Provide the topics with research questions**

<b>Topic</b>	<b>Hook (research question)</b>
<b>The effectiveness of using animated cartoon pictures in learning vocabulary based on Kids' English 1</b>	

<b>Topic</b>	<b>Hook (research question)</b>
<b>The role of learning strategies in teaching vocabulary</b>	

<b>Topic</b>	<b>Hook (research question)</b>
<b>(your own preferred topic)</b>	

**Ex 4. Look at the list below, it will give you the overall idea of research. Try to match the stages with the process. To make it easy, work with your partner and check the results within a group. Eachstagehasseveralprocessesincluded.**

Process	Stages
a) creating the final paper	1. Prewriting
b) choosing a topic	2. Drafting
c) revising the documentation	3. Identifying Sources
d) creating a list of reference words	4. Revising
e) writing the conclusion	5. Editing
f) surveying your topic	
g) proofreading the final draft	
h) revising the draft	
j) writing introduction	
k) surveying your topic	
l) evaluating sources	
m) taking notes from sources	
n) editing the final draft	
o) determining where text notes are needed	
p) writing the body	
q) stating a main idea	
r) writing a thesis statement	
s) creating an outline	

## LESSON #3

<b>Theme #3.</b>	<b>Identifying the purpose of research</b>
<b>Length: One hour and twenty minutes</b>	<b>NumberofStudents:</b>
<b>Lesson Outline</b> Warm-up Activities	
<b>The aim:</b> To provide students with guidance and assistance in comprehending what is “Creating an outline”.	
<b>Objectives:</b> <ul style="list-style-type: none"><li>• To make aware of the purpose of the topic</li></ul>	
<b>Activity Type:</b>	<b>Individual, small group, whole class (teacher-students)</b>

### Warm-up. (15 min.)

Objectives: to lead-in to the topic and to raise students’ interest to it.

Materials: board, marker

Procedure:

- Write the word topic on the board. Have the learners answer the question: *What goes for the topic ?*
  - Allow them to guess and give their answers. The students may give many different answers.
  - Then ask them to give the words associated with topic. It is a sort of brainstorming. Write the words on the board.

### Introduction

#### Aim

To provide students with guidance and assistance in in comprehending what is “Creating an outline”.

#### Objectives

By the end of the lesson students will

- ✓ get the overall awareness of the topic and be confident;
- ✓ be able to understand the importance of the topic on his ongoing study
- ✓ have a basis for continuing the subject with great interest

**Time:** 80 min

**Materials:** Below given ready made materials

#### Procedure:

- Distribute the materials and ask the ss to work on the material
- Give Ss shown time to finish the exercises
- Ask students to share their ideas with their partners and present their findings to the group.
- If answers are wrong teacher will clarify the answers.

### Materials of the lesson 3 (Identifying the purpose of research)

**Ex 1. Read the given sample of outline on the topic assessment in the language teaching: “The importance of aligning objectives with assessment”. You will find some misunderstandings in headings and subheadings of the outline. Read and answer the questions below the outline and rewrite it.**

I.	Introduction
II.	Types of Assessment
	2.1 Objective assessment
2.2	Subjective assessment
III.	Principles of Assessment
	3.1 Practicality
	3.2 Reliability
	3.3 Validity
	3.4 Authenticity
	3.5 Washback
IV.	Definition of Assessment
V.	History of assessment
	5.1 Traditional assessment
	5.2 Alternative Assessment
VI.	Stories about Assessment
VII.	Questions
	7.1 What are the best ways of Assessment
	7.2 How to align the objective with assessment
VIII.	Conclusion

1. Which heading is in wrong sequence? How would you change the sequence to improve the order?

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2. Which headings are in the wrong style? Make corrections.

- 
- 
3. Which heading does not fit the topic?
- 
- 

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**When you are writing a research paper, making note cards is the good way to record the information you found. Here are some useful suggestions on making card notes.**

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1. At the top of the card, write the subject of the notes. Later this heading will help you to organize your note cards and to find the information you need.
2. Identify the author and the title of your source. You just need to know where you got the information for each note card.
3. Write down one idea or fact per card. Note the number of the page where you found the information.
4. Make sure that any dates, names, or other facts are correct. If you quote material from your source, make sure you copy it word for word and put quotation marks around it. Anything that is not in quotation marks must be in your own words.

**Ex 2. Imagine that you are writing a research paper on Assessment. Your main idea is to identify the difference between Assessment, Evaluation and Testing. Read the extract from page Introduction, *Assessing English language Learners*, by Christine Coombe and create a note card for it.**

*The term evaluation is all-inclusive and is the widest basis for collecting information in education. Evaluation involves looking at all factors that influence the learning process, i.e., syllabus objectives, course design, and materials. Evaluation goes beyond student achievement and language assessment to consider all aspects of teaching and learning and to look at how educational decisions can be informed by the results of alternative forms of assessment .*

*Assessment is part of evaluation because it is concerned with the student and with what the student does. Assessment refers to a variety of ways of collecting information on a learner's language ability or achievement. Although testing and assessment are often used interchangeably, assessment is an umbrella term for all types of measures used to evaluate student progress. Tests are a subcategory of assessment. A test is a formal, systematic (usually paper-and-pencil) procedure used to gather information about students' behavior.*

*In summary*, evaluation includes the whole course or program, and information is collected from many sources, including the learner. While assessment is related to the learner and his or her achievements, testing is part of assessment, and it measures learner achievement.


**Ex3. Exchange the note card with your partner, and check whether the information is full or not. Use the checklist below to evaluate each others note cards. After, give suggestions on how to improve the note card.**

Questions to take into consideration	Use of question to meet the goal				Descriptive comment
	well	Some what	a little	poor	
Does each note card have a clear heading at the top?					
Does each note card contain one main idea? List any cards that contain two or more different information.					
Do any of your partner's note cards seem unrelated to the topic or the main idea?					



Are your partner's notes interesting?					
Reread all the comments you have made about your partner's note cards. Can these observations help you in evaluating your own note cards?					

**A working outline is important because it gives order to your note taking. As you do your research, you may find that you need to review your plan if you lack information about a topic or have conflicting information. Nevertheless, it provides a good starting point and is essential before you start to take notes. Begin by listing the topics you want to discuss in your paper. (You should have a general idea of these from the reading you have already done.) Then, divide the items on the list into major topics and subtopics. Make an example of a working outline below:**

Outlining the Research	
I. Introduction	
II. Heading 2.1 Subheading 2.2 Subheading 2.3 Subheading	
III. Heading 3.1 subheading 3.2 subheading 3.3 subheading	

IV. Heading 4.1 subheading 4.2 subheading	
V. Conclusion	

**Ex 4. Now make self evaluation. Check your outline by following the instructions below. Put tick if instructions are aligned with the outline.**

Instructions	Done
1. Sort your note card according the related ideas.	
2. Think about the logical order to arrange your ideas.	
3. Choose one style to write a research paper. (descriptive, chronological, comparison-contrast, cause-effect, ect.)	
4. Think about the audience. Is information you give relevant to your reader?	
5. First define the problem and then give solution to the problem.	
6. Think about headings and subheadings (use note cards as guide)	
7. Use Roman numerals for main headings ( I,II,III,IV,V )	
8. Use capital letters for subheadings ( A,B,C,D)	
9. Every detail should match your topic and style.	
10. Check the words for correct spelling and facts for being accurate.	

Reflecting to the instructions above, rewrite your outline and present ready one to the whole group.

## LESSON #4

<b>Theme #4</b>	<b>Finding resources on the chosen research topic Literature review</b>
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<b>Length: One hour and twenty minutes</b>	<b>NumberofStudents:</b>
<b>Lesson Outline</b> <b>Warm-up</b> <b>Activities</b>	
<b>The aim:</b> <b>To provide students with guidance and assistance in comprehending what are “Finding resources on the chosen research topic” and “Literature review”.</b>	
<b>Objectives:</b> <ul style="list-style-type: none"><li>• <b>To make aware of the purpose of the topic</b></li></ul>	
<b>Activity Type:</b>	<b>Individual, small group, whole class (teacher-students)</b>

### **Warm-up. (15 min.)**

Objectives: to lead-in to the topic and to raise students’ interest to it.

Materials: board, marker

Procedure:

- Write the word topic on the board. Have the learners answer the question: *What goes for the topic ?*
  - Allow them to guess and give their answers. The students may give many different answers.
  - Then ask them to give the words associated with topic. It is a sort of brainstorming. Write the words on the board.

### **Introduction**

#### **Aim**

To provide students with guidance and assistance in in comprehending what are “**Finding resources on the chosen research topic**”and“**Literature review.**”

#### **Objectives**

By the end of the course students will

- ✓ get the overall awareness of the topic and be confident;
- ✓ be able to understand the importance of the topic on his ongoing study
- ✓ have a basis for continuing the subject with great interest

**Time:** 80 min

**Materials:** Below given ready made materials

#### **Procedure:**

- Distribute the materials and ask the ss to work on the material
- Give Ss shown time to finish the exercises
- Ask students to share their ideas with their partners and present their findings to the group.
- If answers are wrong teacher will clarify the answers.

**Materials of the lesson 4**  
**(Finding resources on the chosen research topic)**

**In pairs inspect the question below:**

*What is a review of literature?*

Now look through the passage below and make outcomes

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*A review may be a self-contained unit -- an end in itself -- or a preface to and rationale for engaging in primary research. A review is a required part of grant and research proposals and often a chapter in theses and dissertations. Generally, the purpose of a review is to analyze critically a segment of a published body of knowledge through summary, classification, and comparison of prior research studies, reviews of literature, and theoretical articles.*

---

**Answer the following questions:**

- What are the parts of a research paper?
- What is the point of each of the parts?
- Differentiate secondary and primary researches?
- What is Literature Review and what the importance of it in writing a research paper?

**Read the text with explanation of the notion “Literature Review”**

Literature review provides an overview of published information in a certain subject area, or sometimes information in a given subject area within a certain time frame.

Literature review can be just a simple summary of the sources, but it usually has an organizational pattern and combines both summary and synthesis. A summary is a recap of the important information of the source, but a synthesis is a re-organization, or a reshuffling, of that information. It might give a new interpretation of old material or combine new with old interpretations. Or it might trace the intellectual progression of the field, including major debates. And depending on the situation, the literature review may evaluate the sources and advise the reader on the most pertinent or relevant.

**You are going to have PPT presentation on topic:**

## HOW TO WRITE LITERATURE REVIEW

**Ex 1. Which of these verbs can be used to describe the functions of literature review? Discuss ideas with your partner. Choose verbs and make full statements with them.**

compare and contrast	describe	group	work out	criticize
note	highlight	show	conclude	argue
			evaluate	

**It is advisable to follow some guiding questions when you are writing literature review**

### Guiding Questions

- Why is this general area of research significant / important / interesting?
- In what way(s) is the current state of knowledge lacking / limited / in need of extending?
- What are the grounds for believing that the research hypotheses are *likely* to be true and worth investigating?
- What theories guided research design / analytical approach and data interpretation and how did they do so?
- How has thinking in this area evolved over time and how has this informed the approach you took or investigations you undertook?
- Why was the particular methodological approach used in the research believed to be the most appropriate for the study given any constraints? What potential weaknesses does this approach have, and how will these be controlled for?
- What are the different ways the concepts / terminology used in the research used in the literature; how will they be taken to be defined in this research and why were those choices of definition made?

**Work in pairs and fill in the following table outlining structure of the literature review. What is the function of each part.? How should the information be presented? Share your ideas with the whole group. Use the verbs in the box above.**

Introduction	Body	Conclusion

**Ex 2.10-Step Guide to Making Your Literature Review Write Itself**

**By Elizabeth Hicks**

The literature review portion of research manuscripts can be the most intimidating part of the entire project. First, you have to do a reasonably comprehensive literature search to find articles relevant to your project and to ensure that your research project is unique and builds upon previous work. After you have found articles that inform your project, how do you go about synthesizing all of that information into a readable format? Writing a literature review is a skill that can be learned—and anyone can learn it. These ten steps can help make your task easier.

1. First, you want to **double-check the thoroughness of your literature search**. Did you search all possible relevant keywords? Did you search all library resources and databases available to you? Did you search libraries in the surrounding area to find additional information? I **HIGHLY** encourage you to input **ALL** of your articles into RefWorks ([www.refworks.com](http://www.refworks.com)). This can easily be done via the Ebsco, Ovid, PubMed, and FirstSearch databases (at UAMS). It can also be done manually without too much effort. If you use RefWorks, you will want to include **ALL** possible information (reference information and abstract). This will come in extremely handy later.
2. Next, **print a hard copy** of each of the articles that you think you might reference.
3. Attempt to **organize these articles by theme** if your literature review is going to cover multiple topics. You can do this efficiently by scanning the article abstracts. Suggested themes include a brief history of your topic, recent advances made in the field of your topic, other projects that support your methods, other projects that had similar results as you anticipate, and other projects that had different results than you anticipate having. You may also consider using articles that cover both experimental techniques and assessment techniques.
4. Next, **read carefully every article, with a highlighter, and mark information that you consider particularly relevant to your project that should be included in your literature review**. Since you have grouped your articles by themes, highlight information relevant to that theme. For instance, if you have an article under the theme “experimental techniques,” highlight information within that article that informs your own experimental techniques; highlight the historical review portion of your articles that are under your “history” theme. This way, you will ensure that you have highlighted all necessary topics for your literature review.
5. Then, using your word processor, **type a list of your themes, with page breaks between each theme**.
6. Then, **within each theme, type in the relevant information that you have highlighted, referencing the information with its corresponding article** (be sure to include author, title, journal name, date, volume, issue, and page number). If you have used RefWorks, the referencing is easy because you can simply copy and paste the reference from the RefWorks bibliography—and they are already in the required format for you. With each reference, you may want to include the author’s abstract of their article. This will aid your memory in recalling what that article is about. You can either re-type the abstract or, if you have used RefWorks to manage your references, you can simply copy and paste the abstract from the RefWorks bibliography.
7. Then, **put topic sentences at the top of each theme**. An example of a topic sentence is, “Many groundbreaking advances have been made recently in the field of MRI imaging techniques.” Then, you would have your “recent advancements” themed information following.
8. Next, go through and **tweak the information that you have typed to make the sentences flow together smoothly**, using words such as “then,” “although,” “in addition,” etc. You will see information and sentences that are redundant or that you no longer need; delete or

summarize as needed. You may need to change the order of some of the sentences in your list. Your paper is practically writing itself for you now.

9. Then, **wait a day or two, and re-read what you have written**. Change wording, sentence structure, grammar, and anything that sounds awkward to you.
10. You will be amazed how what you think is perfect today; you will think needs improvement tomorrow. Be sure to give yourself plenty of time to **go through several drafts**. You will finally change your references to footnotes/endnotes in the format that the journal to which you plan to submit prefers (again, RefWorks can help you with that).

Your literature review will come together nicely if you follow these steps. RefWorks is a wonderful tool that can be extremely helpful with writing literature reviews; the UAMS Library can give you pointers on how to use it. RefWorks also has an easy-to-follow online tutorial. OED can personally assist you with your literature review methods and techniques, and any case of writer's block that you may develop. For assistance, please contact Elizabeth Hicks at 526-6584 or [ehicks@uams.edu](mailto:ehicks@uams.edu)<sup>2</sup>.

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**Now, you have ALL the information that is pertinent to your project in one simple, easy-to-manage electronic file. Having the abstracts included in this file will save your having to refer to your stack of articles too frequently.**

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**Your teacher is going to divide you into groups of three  
Read the part given by your instructor in your own groups.  
GROUP 1**

Just like most academic papers, literature reviews also must contain at least three basic elements: an introduction or background information section; the body of the review containing the discussion of sources; and, finally, a conclusion and/or recommendations section to end the paper.

*Introduction:* Gives a quick idea of the topic of the literature review, such as the central theme or organizational pattern.

*Body:* Contains your discussion of sources and is organized either chronologically, thematically, or methodologically (see below for more information on each).

*Conclusions/Recommendations:* Discuss what you have drawn from reviewing literature so far. Where might the discussion proceed?

### **Organizing the body**

Once you have the basic categories in place, then you must consider how you will present the sources themselves within the body of your paper. Create an organizational method to focus this section even further.

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<sup>2</sup> On the content of an abstract and APA reference style: Publication manual of the American psychological association (5th ed.). (2007). Washington, DC: American Psychological Association.

To help you come up with an overall organizational framework for your review, consider the following scenario and then three typical ways of organizing the sources into a review:

You've decided to focus your literature review on materials dealing with sperm whales. This is because you've just finished reading *Moby Dick*, and you wonder if that whale's portrayal is really real. You start with some articles about the physiology of sperm whales in biology journals written in the 1980's. But these articles refer to some British biological studies performed on whales in the early 18th century. So you check those out. Then you look up a book written in 1968 with information on how sperm whales have been portrayed in other forms of art, such as in Alaskan poetry, in French painting, or on whale bone, as the whale hunters in the late 19th century used to do. This makes you wonder about American whaling methods during the time portrayed in *Moby Dick*, so you find some academic articles published in the last five years on how accurately Herman Melville portrayed the whaling scene in his novel.

## **GROUP 2**

### *Chronological*

If your review follows the chronological method, you could write about the materials above according to when they were published. For instance, first you would talk about the British biological studies of the 18th century, then about *Moby Dick*, published in 1851, then the book on sperm whales in other art (1968), and finally the biology articles (1980s) and the recent articles on American whaling of the 19th century. But there is relatively no continuity among subjects here. And notice that even though the sources on sperm whales in other art and on American whaling are written recently, they are about other subjects/objects that were created much earlier. Thus, the review loses its chronological focus.

### *By publication*

Order your sources by publication chronology, then, only if the order demonstrates a more important trend. For instance, you could order a review of literature on biological studies of sperm whales if the progression revealed a change in dissection practices of the researchers who wrote and/or conducted the studies.

### *By trend*

A better way to organize the above sources chronologically is to examine the sources under another trend, such as the history of whaling. Then your review would have subsections according to eras within this period. For instance, the review might examine whaling from pre-1600-1699, 1700-1799, and 1800-1899. Under this method, you would combine the recent studies on American whaling in the 19th century with *Moby Dick* itself in the 1800-1899 category, even though the authors wrote a century apart.

### *Thematic*



Thematic reviews of literature are organized around a topic or issue, rather than the progression of time. However, progression of time may still be an important factor in a thematic review. For instance, the sperm whale review could focus on the development of the harpoon for whale hunting. While the study focuses on one topic, harpoon technology, it will still be organized chronologically. The only difference here between a “chronological” and a “thematic” approach is what is emphasized the most: the development of the harpoon or the harpoon technology. But more authentic thematic reviews tend to break away from chronological order. For instance, a thematic review of material on sperm whales might examine how they are portrayed as “evil” in cultural documents. The subsections might include how they are personified, how their proportions are exaggerated, and their behaviors misunderstood.

### **GROUP 3**

A review organized in this manner would shift between time periods within each section according to the point made.

#### *Methodological*

A methodological approach differs from the two above in that the focusing factor usually does not have to do with the content of the material. Instead, it focuses on the “methods” of the researcher or writer. For the sperm whale project, one methodological approach would be to look at cultural differences between the portrayal of whales in American, British, and French art work. Or the review might focus on the economic impact of whaling on a community. A methodological scope will influence either the types of documents in the review or the way in which these documents are discussed.

Once you’ve decided on the organizational method for the body of the review, the sections you need to include in the paper should be easy to figure out. They should arise out of your organizational strategy. In other words, a chronological review would have subsections for each vital time period. A thematic review would have subtopics based upon factors that relate to the theme or issue.

Sometimes, though, you might need to add additional sections that are necessary for your study, but do not fit in the organizational strategy of the body. What other sections you include in the body is up to you. Put in only what is necessary. Here are a few other sections you might want to consider:

*Current Situation:* Information necessary to understand the topic or focus of the literature review.

*History:* The chronological progression of the field, the literature, or an idea that is necessary to understand the literature review, if the body of the literature review is not already a chronology.

*Methods and/or Standards:* The criteria you used to select the sources in your literature review or the way in which you present your information. For instance, you might explain that your review includes only peer-reviewed articles and journals.

*Questions for Further Research:* What questions about the field has the review sparked? How will you further your research as a result of the review?

*(retrieved from <http://writingcenter.unc.edu/handouts/literature-reviews/>)*

**Now state the main idea of the part you read to the whole group**

**Discuss the questions given below.**

1. What is the purpose of introduction?

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2. How can the body be organized?

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3. What is the difference between “chronological” and “by publication” organization?

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4. What is methodological organization of the literature review?

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5. What additional information can be included into the literature review?

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**Ex 3. Look through the list of the topics. Write down the issues which should be covered in literature review.**

1. Developing A1 Level Students’ speaking skills.

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2. Using Authentic Materials to Promote Reading skills of Lyceum Students (B1 Level).

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3. Implementing ICT in Writing Classes of B1 level learners.

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**Ex 4. Think about the topic of your research work. Find 5 articles about your topic and list relevant facts. What areas will you cover in your literature review. Make a list of at least 5 ideas. After you have finished compare your ideas with your group mates. Use a sample as a guide.**

1. According to(author/source)\_\_\_\_\_(date\_\_) the main idea of this subject is\_\_\_\_\_

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List facts from the source that support this idea

1. Fact\_\_\_\_\_

2. Fact\_\_\_\_\_

3. Fact\_\_\_\_\_

4. Fact\_\_\_\_\_

5. Fact\_\_\_\_\_

(you can add more facts as you find them)

In conclusion\_\_\_\_\_says\_\_\_\_\_

\_\_\_\_\_about the topic.

Another idea, by(author/source)\_\_\_\_\_(date) is \_\_\_\_\_

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**List facts from the source that support this idea**

6. Fact\_\_\_\_\_

7. Fact\_\_\_\_\_

8. Fact\_\_\_\_\_

9. Fact\_\_\_\_\_

10. Fact \_\_\_\_\_

(you can add more facts as you find them)

In conclusion \_\_\_\_\_ says \_\_\_\_\_

\_\_\_\_\_ about the topic.

**Ex5. When writing about previous studies and your own thinking, it is important to clearly distinguish between:**

- that which is certainly true:

e.g. Influenza is caused by a virus.

- that which is only probably true [how probable?]:

e.g. Schizophrenia seems to result from an interaction between genetic factors and environmental stressors [i.e. there's quite a bit of evidence to support this conclusion, but the evidence is not completely conclusive].

- that which is only possibly true:

e.g. A student group may perform badly on an assignment because of interpersonal conflict between group members. [There are many reasons a group may perform badly and this is just one possibility.]

Look through the examples of statements in literature review and explain their usage (why is it *Certainly true* *Probably true* *Possibly true*)

Indicators of conviction.

*E.g. I. Show that / always; demonstrate / substantially; clearly show / will; fact that; obviously /*

will D. R. Rowland, The Learning Hub, Student Services, The University of Queensland 15

Examples (from K. Hyland (2000), *Language Awareness*, 9(4), 179-197)

*Certainly true*

- Tyacke and Mendelsohn's (1986) diary study showed that lower-level students always depended far more on their teacher and on grammar rules than higher-level students.

- Politzer (1983) demonstrated that females used social learning strategies substantially more often than males.

- The findings clearly show that in typical language learning situations women will use more learning strategies than men.

- It is a fact that highly motivated learners can learn languages more rapidly and effectively.

Probably true

- Research suggests that higher-level students may use more effective foreign language learning strategies than students with lower ability.
- According to several researchers, it seems that language students use different strategies as they progress.
- Gender appears to exert a strong influence on strategy choice.
- Many researchers assume that the learner's level of motivation is likely to influence the choice of strategies.

Possibly true (conjectures based on relevant knowledge or theory)

- Lever believes that their differences in strategies could be due to the way that these individuals gained their language skills rather than age.
- These gender differences might be explained by differences in communication preferences.
- We hypothesize however that after strategy training, men and women will both show strategy strengths.
- We speculate that the problem was low motivation for language learning.
- Politzer and McGroarty (1985) report the possible importance of language learning goals.
- Gender differences in strategy use might be explained by differences in communicative preferences.

**Key signal / signposting words used in critical writing**

To show you are about to:	Use words like:
Draw a conclusion / make an inference:	Therefore, consequently, thus, hence ...
Justify / explain:	Because, since, ...
Provide a contrasting or opposing view / critique:	Although, however, while, in contrast, ...
Provide illustrative or supporting evidence:	For example, such as, ...
Make an additional supporting point or provide additional supporting evidence:	In addition, moreover, furthermore, ...
Argue that another case is the same as the one you just discussed:	Similarly, equally, likewise...

***Homework:*** write and bring your rough drafts of your literature review on your topic

## LESSON #5

<b>Theme #5</b>	<b>Writing an introduction of the research</b>
<b>Length: One hour and twenty minutes</b>	<b>NumberofStudents:</b>
<b>Lesson Outline</b> <b>Warm-up</b> <b>Activities</b>	
<b>The aim:</b> <b>To provide students with guidance and assistance in comprehending what is “Writing an introduction of the research”.</b>	
<b>Objectives:</b> <ul style="list-style-type: none"><li>• <b>To make aware of the purpose of the topic</b></li></ul>	
<b>Activity Type:</b>	<b>Individual, small group, whole class (teacher-students)</b>

### Warm-up. (15 min.)

Objectives: to lead-in to the topic and to raise students’ interest to it.

Materials: board, marker

Procedure:

- Write the word topic on the board. Have the learners answer the question: *What goes for the topic ?*
  - Allow them to guess and give their answers. The students may give many different answers.
  - Then ask them to give the words associated with topic. It is a sort of brainstorming. Write the words on the board.

### Introduction

#### Aim

To provide students with guidance and assistance in in comprehending what is “Writing an introduction of the research”.

#### Objectives

By the end of the lesson students will

- ✓ get the overall awareness of the topic and be confident;
- ✓ be able to understand the importance of the topic on his ongoing study
- ✓ have a basis for continuing the subject with great interest

**Time:** 80 min

**Materials:** Below given ready made materials

#### Procedure:

- Distribute the materials and ask the ss to work on the material
- Give Ss shown time to finish the exercises
- Ask students to share their ideas with their partners and present their findings to the group.
- If answers are wrong teacher will clarify the answers.

**Materials of the lesson 4 (Writing an introduction of the research)**

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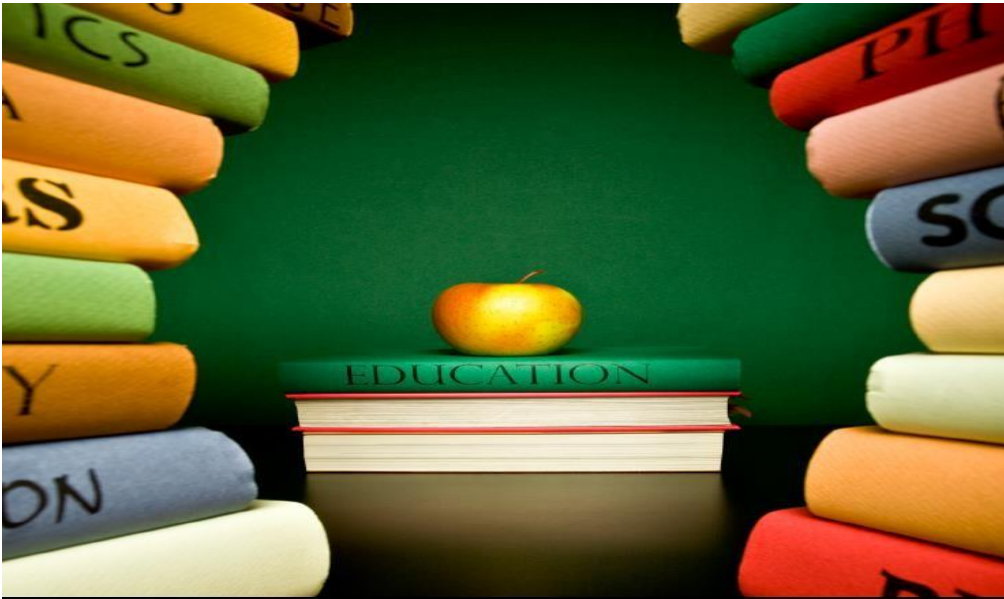
**What is Introduction?**

**Why do we need to write it in paper?**

**Which statements are included in this part?**

**Look at the picture below. What do you think is the role of apple here?**

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### **Academic writing ...**



- is written for scholars by scholars (which includes you). As a college student you are part of a community of scholars.
- is centered on topics that are of interest in the academic community.
- provides the audience with an informed argument (what is *known* about the topic and what *you* think about it).

**Think of academic papers and how to start writing them**



## Reviewing the Assignment



Read the assignment thoroughly and clarify any questions. Ask the following questions:

- When is the assignment due?
- How long does the paper have to be?
- How many sources are needed?
- What is the required format?

Look at the table below, and choose the statements which you think should be included in Introduction. Put tick to the second column. Add more statement if possible.

Discuss the items below.

Statements	Tick
State what you are writing about.	
Grows out of the major ideas you have discussed in the paper.	
Show your awareness of the prior writing on the subject.	
Give a reason why you are writing about this	
It reinforce your main thoughts.	
Is the review of the literature necessary—to fill in the reader on background?	
State what you are going to do.	
Indicates how your findings relate to the findings of previous writers.	
Others...	

**Ex 1.** A sample of Introduction on the topic “Formative and summative assessment” is given below. It is divided into five parts. Read five descriptions and match them with Introduction paragraphs. Identify what information does each paragraph provides.

1) Scriven is the first scholar who tried to differentiate formative and summative assessment in context of program evaluation. Scriven mentioned that summative evaluation helps to judge overall value of educational program, while formative evaluation mainly focused on continuously program improvement.

2) Later, Bloom used the same terminology and explained formative assessment in the following way: ‘... to provide feedback and correctives at each stage in the teaching-learning processes’. Summative assessment was used to justice what a learner had achieved at the end of whole course.

3) For many years, many scholars have discussed Bloom’s distinction; much work was done by Assessment Reform Group in Australia and and United Kingdom. Even so, Bloom’s distinction does not lose its essence today, though ‘formative assessment’ has been substituted to connote a focus on learners instead of study program.

4) Later, scholars have divided into two subdivisions. On one hand, most of test publishers considered formative assessment as an ‘interim’ assessment or an item bank that teachers can create those tests in order to use it like diagnostic test. William and Thompson (2008) believe that this kind of formative assessment produces one or several scores and will generally require cycle times suited more to instructional units and marking periods than to daily lessons.

5) The current study helps us understand how formative and summative assessment is important to evaluate learner’s achievements and progress. Therefore, using rubrics which will lead to the objective assessment, and demonstrate that giving positive feedback raises the effectiveness of language learning.

a) The researcher supplies background information by discussing past research on the topic.

b) Referencing to other scholars to establish support for the discussion.

c) Introductory paragraph sets the topic to be examined in the context of evaluation.

d) The sentence summarizes and synthesizes information, and state the researcher’s hypothesis.

e) Source used to provide information

1.	2.	3.	4.	5.

**Ex 2. Now it is your turn to write a sample of Introduction. Read five different articles related to the topic you have chosen, and analyze them by implementing the following structure.**

I found (how many) \_\_\_\_\_ main ideas about (name your topic)  
\_\_\_\_\_.

List main ideas:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Explain how the ideas are different or the same

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1. What is the main idea expressed in introduction?

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2. How do you grab the readers' attention? What approach did you use?

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3. How can you improve the introduction?

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**A good introduction does more than just introduce the thesis, or main idea, of a research paper. It grabs the reader’s attention. One way to begin is with a question. Another way to open is with a surprising fact or statistic. Some writers interest their readers with a fascinating story related to the topic. Others start with a striking quotation<sup>3</sup>.**

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**Ex 3. Think about your introduction once again. Try to start the introduction by using each approach listed below.**

1. Question

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2. Surprising fact or statistic

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3. Story

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4. Quotation

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**Ex 4. Reflect to your writing and underline the words which helped you to**

- formulate and support your ideas (linking words)
- introduce evidences and examples
- express your opinion in the conclusion. List these words in the table below:

Linking words	Words to introduce Evidences and Examples	Words to express your opinion in conclusion

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<sup>3</sup> Г.Бакиева, К.Мурадқасимова “Language skill writing 4” 2017

**Ex 5.** By applying linking words, words for introducing evidences and examples, and words for concluding provided earlier, rewrite your introduction by using one of the approaches for starting.

**Ex 6.** Read the following sample of introduction (STATEMENT OF INTENT) to a research paper

**Remember:** when you are writing any script, formulating and supporting your ideas cohesively and coherently is the most important part. Thus, you need to use transitions, linking words, examples and word for concluding.

**The bank of the most commonly used linking words.**

Therefore	Apart from that	What is more
Moreover	As a result	In spite of that
And	also	Alternatively
But	Thus	Nonetheless
Or	Furthermore	Despite the fact that
Hence	In addition	Yet
To put it straightforwardly	In other words	All the same

<b>Words to introduce evidence and examples</b>	<b>Words for concluding</b>
This clearly demonstrate that.....	To sum up/ altogether.....
This illustrates how.....	On this basis, I can conclude that.....
There is some clear evidence that.....	Having proved this, I would like to.....
There is mounting evidence that.....	In conclusion, I would like to stress that.....
A recent study found that.....	Ultimately.....
Research tells us that.....	As previously stated.....

## **The statement of intent**

As we have experienced in methodology classes that the development of communicative competence of higher-level students is the most inseparable and meaningful aims of teaching English. When the lesson begins, students expect teacher to conduct it with unusual way in particular complication according to their level. If we consider about the expectation of B2 level learners, there is a bit difficulty developing their communicative and cognitive skills. The reason of that those students who are in higher level demand to be drawn their attention and to wake up their curiosity in unconventional way. In that case, creating new methods and developing target ways of conducting communicative lesson is the most important requirement of language teaching system. In our point of view, making projects can be the solution to this issue because there is variety of ways making them during the lesson.

The topic of our course paper is “The role of project works for developing communicative competence in B2 level students”. The importance of the topic is researching the ways of using project works and teaching the use of them suitably to student’s level. The purpose of the theme is to discover great effectiveness of project works developing communicative competence in a wide range on B2 level learners.

Projects can help students develop host of skills that are increasingly important in the professional world. Properly structured, group projects can reinforce skills that are relevant to both group and individual work.

They facilitate to improve skills specific to collaborative efforts, allowing students to tackle more complex problems than they could on their own, delegate roles and responsibilities, to share diverse perspectives, to pool knowledge and skills, hold one another accountable receive social support and encouragement , to develop new approaches to resolving differences, to establish a shared identity with other group members.

It is exactly by experience that while the potential learning of group work are significant, simply assigning group work is no guarantee that these goals will be achieved. In fact, group projects can often do backfire badly when they are not designed, supervised, assessed in a way that promotes meaningful teamwork and deep collaboration. So that, in this qualification paper it is going to be classified the types and roles of various projects. Besides, communicative competence has great importance and in order to prove that in this diploma work it is going to be shown with many facts. Of course, there are several differences of teaching various levels.

For example, to develop communicative competence of B2 level which is focused on the diploma work, we are going to evoke meaningful and beneficial sides of project works. And we are going to explain by this research, how projects serve to improve other skills including leadership, interpersonal skills, and administrative aspects.

Some students enter the course with little knowledge of projects management tools and others may have relatively strong expertise. The mixture proves to be one of the great strengths of the course because the experiential teaching allows each person to learn at his or her level of need. Additionally, cooperation among those with varying levels of knowledge creates a fertile environment for audience. So that, hopefully, the novelty of the research is going to find new methods of using projects during the lesson according to modernization of teaching foreign language. Explicitly, the research will be started the plans accordingly mentioned above. Before carrying on searching everything related to the topic, teaching practice which will be acquainted soon is taken into our consideration.

**Ex 7. Discuss the paper written by a senior student. Consider the following questions**

1. What is topic sentence of the statement of intent (introduction)?
2. What is the topic sentence?
3. Discuss the elements of the written piece?

## LESSON #6/7

Theme #6/7	Finding resources on the chosen research topic Literature review
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Length: One hour and twenty minutes	NumberofStudents:
Lesson Outline Warm-up Activities	
The aim: To provide students with guidance and assistance in comprehending what is “Literature review”.	
Objectives: • To make aware of the purpose of the topic	
Activity Type:	Individual, small group, whole class (teacher-students)

### Warm-up. (15 min.)

Objectives: to lead-in to the topic and to raise students’ interest to it.

Materials: board, marker

Procedure:

- Write the word topic on the board. Have the learners answer the question: *What goes for the topic ?*
  - Allow them to guess and give their answers. The students may give many different answers.
  - Then ask them to give the words associated with topic. It is a sort of brainstorming. Write the words on the board.

### Introduction

#### Aim

To provide students with guidance and assistance in in comprehending what is “**Literature review.**”

#### Objectives

By the end of the course students will

- ✓ get the overall awareness of the topic and be confident;
- ✓ be able to understand the importance of the topic on his ongoing study
- ✓ have a basis for continuing the subject with great interest

**Time:** 80 min

**Materials:** Below given ready made materials

#### Procedure:

- Distribute the materials and ask the ss to work on the material
- Give Ss shown time to finish the exercises
- Ask students to share their ideas with their partners and present their findings to the group.
- If answers are wrong teacher will clarify the answers.



Lesson

**Literature Review**

A literature review is a survey of scholarly sources on a specific topic. It provides an overview of current knowledge, allowing you to identify relevant theories, methods, and gaps in the existing research.

Writing a literature review involves finding relevant publications (such as books and journal articles), critically analyzing them, and explaining what you found. There are five key steps:

1. **Search** for relevant literature
2. **Evaluate** sources
3. **Identify** themes, debates and gaps
4. **Outline** the structure
5. **Write** your literature review

A good literature review doesn't just summarize sources—it analyzes, [synthesizes](#), and critically evaluates to give a clear picture of the state of knowledge on the subject.

**Why write a literature review?**

When you write a thesis, [dissertation](#), or [research paper](#), you will have to conduct a literature review to situate your research within existing knowledge. The literature review gives you a chance to:

- Demonstrate your familiarity with the topic and scholarly context
- Develop a [theoretical framework](#) and [methodology](#) for your research
- Position yourself in relation to other researchers and theorists
- Show how your research addresses a gap or contributes to a debate

You might also have to write a literature review as a stand-alone assignment. In this case, the purpose is to evaluate the current state of research and demonstrate your knowledge of scholarly debates around a topic.

The content will look slightly different in each case, but the process of conducting a literature review follows the same steps.

Writing literature reviews is a particularly important skill if you want to [apply for graduate school](#) or pursue a career in research.

**Step 1: Search for relevant literature**

Before you begin searching for literature, you need a clearly defined [topic](#).

If you are writing the literature review section of a dissertation or research paper, you will search for literature related to your [research problem](#) and [questions](#).

If you are writing a literature review as a stand-alone assignment, you will have to choose a focus and develop a central question to direct your search. Unlike a dissertation research question, this question has to be answerable without collecting original data. You should be able to answer it based only on a review of existing publications.

### **Research question example:**

*What is the impact of social media on body image among Generation Z?*

### **Make a list of keywords**

Start by creating a list of keywords related to your research question. Include each of the key concepts or variables you're interested in, and list any synonyms and related terms. You can add to this list if you discover new keywords in the process of your literature search.

### **Keywords example**

- Social media, Facebook, Instagram, Twitter, Snapchat, TikTok
- Body image, self-perception, self-esteem, mental health
- Generation Z, teenagers, adolescents, youth

### **Search for relevant sources**

Use your keywords to begin searching for sources. Some useful databases to search for journals and articles include:

- Your university's library catalogue
- [Google Scholar](#)
- [JSTOR](#)
- [EBSCO](#)
- [Project Muse](#) (humanities and social sciences)
- [Medline](#) (life sciences and biomedicine)
- [EconLit](#) (economics)
- [Inspec](#) (physics, engineering and computer science)

You can use boolean operators to help narrow down your search:

- **AND** to find sources that contain more than one keyword (e.g. social media AND body image AND generation Z)
- **OR** to find sources that contain one of a range of synonyms (e.g. generation Z OR teenagers OR adolescents)
- **NOT** to exclude results containing certain terms (e.g. apple NOT fruit)

Read the [abstract](#) to find out whether an article is relevant to your question. When you find a useful book or article, you can check the bibliography to find other relevant sources.

To identify the most important publications on your topic, take note of recurring citations. If the same authors, books or articles keep appearing in your reading, make sure to seek them out.

### **Receive feedback on language, structure and layout**

Professional editors proofread and edit your paper by focusing on:

- Academic style
- Vague sentences
- Grammar
- Style consistency

## **Step 2: Evaluate and select sources**

You probably won't be able to read absolutely everything that has been written on the topic—you'll have to evaluate which sources are most relevant to your questions.

For each publication, ask yourself:

- What question or problem is the author addressing?
- What are the key concepts and how are they defined?
- What are the key theories, models and methods? Does the research use established frameworks or take an innovative approach?
- What are the results and conclusions of the study?
- How does the publication relate to other literature in the field? Does it confirm, add to, or challenge established knowledge?
- How does the publication contribute to your understanding of the topic? What are its key insights and arguments?
- What are the strengths and weaknesses of the research?

Make sure the sources you use are [credible](#), and make sure you read any landmark studies and major theories in your field of research.

You can find out how many times an article has been cited on Google Scholar—a high citation count means the article has been influential in the field, and should certainly be included in your literature review.

The scope of your review will depend on your topic and discipline: in the sciences you usually only review recent literature, but in the humanities you might take a long historical perspective (for example, to trace how a concept has changed in meaning over time).

## **Take notes and cite your sources**

As you read, you should also begin the writing process. Take notes that you can later incorporate into the text of your literature review.

It is important to keep track of your sources with [citations](#) to [avoid plagiarism](#). It can be helpful to make an [annotated bibliography](#), where you compile full citation information and write a paragraph of [summary](#) and analysis for each source. This helps you remember what you read and saves time later in the process.

You can use our free citation generator to quickly create correct and consistent [APA citations](#) or [MLA citations](#). Want to check your literature review for plagiarism? Try Scribbr's [Plagiarism Checker for students](#).

### Step 3: Identify themes, debates, and gaps

To begin organizing your literature review's argument and structure, you need to understand the connections and relationships between the sources you've read. Based on your reading and notes, you can look for:

- **Trends and patterns (in theory, method or results):** do certain approaches become more or less popular over time?
- **Themes:** what questions or concepts recur across the literature?
- **Debates, conflicts and contradictions:** where do sources disagree?
- **Pivotal publications:** are there any influential theories or studies that changed the direction of the field?
- **Gaps:** what is missing from the literature? Are there weaknesses that need to be addressed?

This step will help you work out the structure of your literature review and (if applicable) show how your own research will contribute to existing knowledge.

Example of trends and gaps  
In reviewing the literature on social media and body image, you note that:

- Most research has focused on young women.
- There is an increasing interest in the visual aspects of social media.
- But there is still a lack of robust research on highly visual platforms like Instagram and Snapchat—this is a gap that you could address in your own research.

### Step 4: Outline your literature review's structure

There are various approaches to organizing the body of a literature review. You should have a rough idea of your strategy before you start writing.

Depending on the length of your literature review, you can combine several of these strategies (for example, your overall structure might be thematic, but each theme is discussed chronologically).

#### Chronological

The simplest approach is to trace the development of the topic over time. However, if you choose this strategy, be careful to avoid simply listing and summarizing sources in order.

Try to analyze patterns, turning points and key debates that have shaped the direction of the field. Give your interpretation of how and why certain developments occurred.

#### Thematic

If you have found some recurring central themes, you can organize your literature review into subsections that address different aspects of the topic.

For example, if you are reviewing literature about inequalities in migrant health outcomes, key themes might include healthcare policy, language barriers, cultural attitudes, legal status, and economic access.

## Methodological

If you draw your sources from different disciplines or fields that use a variety of [research methods](#), you might want to compare the results and conclusions that emerge from different approaches. For example:

- Look at what results have emerged in [qualitative versus quantitative research](#)
- Discuss how the topic has been approached by empirical versus theoretical scholarship
- Divide the literature into sociological, historical, and cultural sources

## Theoretical

A literature review is often the foundation for a [theoretical framework](#). You can use it to discuss various theories, models, and definitions of key concepts.

You might argue for the relevance of a specific theoretical approach, or combine various theoretical concepts to create a framework for your research.

## Step 5: Write your literature review

Like any other [academic text](#), your literature review should have an [introduction](#), a main body, and a [conclusion](#). What you include in each depends on the objective of your literature review.

### Introduction

The introduction should clearly establish the focus and purpose of the literature review.

Dissertation literature review:

If you are writing the literature review as part of your dissertation or thesis, reiterate your central problem or research question and give a brief summary of the scholarly context. You can emphasize the timeliness of the topic (“many recent studies have focused on the problem of x”) or highlight a gap in the literature (“while there has been much research on x, few researchers have taken y into consideration”).

Stand-alone literature review:

If you are writing a stand-alone paper, give some background on the topic and its importance, discuss the scope of the literature you will review (for example, the time period of your sources), and state your objective. What new insight will you draw from the literature?

### Body

Depending on the length of your literature review, you might want to divide the body into subsections. You can use a [subheading](#) for each theme, time period, or methodological approach.

As you write, you can follow these tips:

- **Summarize and synthesize:** give an overview of the main points of each source and combine them into a coherent whole
- **Analyze and interpret:** don't just [paraphrase](#) other researchers—add your own interpretations where possible, discussing the significance of findings in relation to the literature as a whole

- **Critically evaluate:** mention the strengths and weaknesses of your sources
- **Write in well-structured paragraphs:** use [transition words](#) and [topic sentences](#) to draw connections, comparisons and contrasts

### **Example of a paragraph in a literature review**

Body image issues have been widely associated with social media usage, particularly in young women. The relation between media depictions and body image concerns is well-established; a meta-analysis by Grabe, Ward and Hyde (2008) concluded that exposure to mass media is linked to body image dissatisfaction among women. However, in an era of rapidly changing digital technologies, the mass media paradigm is no longer adequate for understanding how people engage with images, and the findings of older studies like this one may not be generalizable to younger generations. In light of this changing landscape, researchers have become increasingly interested in the specific effects of social media. Perloff (2014) theorizes that the interactive aspects of social media may influence its impact on body image, and mentions that young women are among the most active social media users. Several empirical studies have focused on Facebook usage in adolescent girls (Tiggermann & Slater, 2013; Meier & Gray, 2014) and in young adult women (Smith, Hames, & Joiner, 2013; Fardouly et al., 2015; Cohen, Newton-John & Slater, 2017), while a systematic review by Holland and Timmerman (2016) confirmed a relationship between social networking and body image for both women and men. Across these studies, there is consistent evidence that body image issues are influenced not by social media usage in general, but by engagement with the visual and interactive aspects of these platforms. Nonetheless, there is a lack of robust research on more highly visual social media (HVSM) such as Instagram and Snapchat that have gained more recent popularity among younger generations.

### **Conclusion**

In the conclusion, you should summarize the key findings you have taken from the literature and emphasize their significance.

Dissertation literature review:

If the literature review is part of your thesis or dissertation, show how your research addresses gaps and contributes new knowledge, or discuss how you have drawn on existing theories and methods to build a framework for your research.

Stand-alone literature review:

If you are writing a stand-alone paper, you can discuss the overall implications of the literature or make suggestions for future research based on the gaps you have identified.

When you've finished writing and revising your literature review, don't forget to proofread thoroughly before submitting.

## Task 1

### Getting started on your literature review

What are some questions that your literature review should answer? Select the options you think to be correct.

1	Everything that has been written on this topic?
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<hr/>	
2	What are the major debates and issues about the topic?
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<hr/>	
3	What are the key sources?
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<hr/>	
4	What are the main questions and problems that have been addressed to date?
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<hr/>	
5	What are the political standpoints?
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<hr/>	

6	What will my research do?	
<input type="checkbox"/>	Yes	
<input type="checkbox"/>	No	
<hr/>		
7	What are the key theories, concepts and ideas?	
<input type="checkbox"/>	Yes	
<input type="checkbox"/>	No	
<hr/>		
8	What conclusions will my thesis make?	
<input type="checkbox"/>	Yes	
<input type="checkbox"/>	No	

### Key to task 1

#### Getting started on your literature review

What are some questions that your literature review should answer? Select the options you think to be correct.

1	Everything that has been written on this topic?	
<input type="checkbox"/>	Yes	
<input type="checkbox"/>	No Correct! This is too broad and needs to be refocused. A selective approach is necessary.	
<hr/>		
2	What are the major debates and issues about the topic?	
<input type="checkbox"/>	Yes Yes! It is important to demonstrate that you are aware of where this topic sits in your field of knowledge, including the debates and issues.	



	<input type="checkbox"/>	No
<hr/>		
3	What are the key sources?	
	<input type="checkbox"/>	Yes Yes! Your review should include the key relevant sources.
	<input type="checkbox"/>	No
<hr/>		
4	What are the main questions and problems that have been addressed to date?	
	<input type="checkbox"/>	Yes Yes! It is very important to establish where the research has been coming from.
	<input type="checkbox"/>	No
<hr/>		
5	What are the political standpoints?	
	<input type="checkbox"/>	Yes Good point! Your area of research may not be very political, but if it is, you need to know and identify the standpoints.
	<input type="checkbox"/>	No
<hr/>		
6	What will my research do?	
	<input type="checkbox"/>	Yes
	<input type="checkbox"/>	No Correct: the review should provide a background for your research, rather than what your research is.
<hr/>		
7	What are the key theories, concepts and ideas?	
	<input type="checkbox"/>	Yes Yes: you need to know this to make sure that your topic reflects the key aspects of your discipline.
	<input type="checkbox"/>	No
<hr/>		
8	What conclusions will my thesis make?	

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No Yes! Your review should cover what other people have written, not what you will write.

## Task 2

Exchange your literature review with your partner and comment on it considering the following points:

### Exercise

#### Peer Review of Literature Review

1. Identify the key elements/concepts/theories in the literature review. Underline them.
2. Describe the structure of the lit review. For example, is it organized thematically, conceptually, procedurally?
3. Identify some of the words, terms, language used to facilitate transitions between one study/source and another. Circle these statements.
4. How are the ideas in the lit review being connected to the proposed study or research question? Highlight these.

#### References

<https://student.unsw.edu.au/literature-review-exercise>  
<https://libguides.scu.edu/c.php?g=446202&p=5313837>  
<https://www.scribbr.com/dissertation/literature-review/>

## LESSON #8

Theme #8.	Avoiding plagiarism
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Length: One hour and twenty minutes	NumberofStudents:
Lesson Outline Warm-up Activities	
The aim: To provide students with guidance and assistance in comprehending what is “Avoiding plagiarism”.	
Objectives: • To make aware of the purpose of the topic	
Activity Type:	Individual, small group, whole class (teacher-students)

### Warm-up. (15 min.)

Objectives: to lead-in to the topic and to raise students’ interest to it.

Materials: board, marker

Procedure:

- Write the word topic on the board. Have the learners answer the question: *What goes for the topic ?*
  - Allow them to guess and give their answers. The students may give many different answers.
  - Then ask them to give the words associated with topic. It is a sort of brainstorming. Write the words on the board.

### Introduction

#### Aim

To provide students with guidance and assistance in in comprehending what is “**Avoiding plagiarism.**”

#### Objectives

By the end of the course students will

- ✓ get the overall awareness of the topic and be confident;
- ✓ be able to understand the importance of the topic on his ongoing study
- ✓ have a basis for continuing the subject with great interest

**Time:** 80 min

**Materials:** Below given ready made materials

**Procedure:**

- Distribute the materials and ask the ss to work on the material
- Give Ss shown time to finish the exercises
- Ask students to share their ideas with their partners and present their findings to the group.
- If answers are wrong teacher will clarify the answers.

**Materials of the lesson 7 (Avoiding plagiarism)**

**Discuss the following questions:**

- Have you ever written an article? If yes, how did you do it?
- What steps are included in article writing?
- What problems do you face in the process of writing articles?
- What is plagiarism and how can it be avoided?

**Quiz.**

Read the questions below and check your knowledge on Plagiarism.

1. Copying and pasting from the Internet can be done without citing the Internet page, because everything on the Internet is common knowledge and can be used without citation.  
a) True            b) False
2. No need to use quotation mark when you quote an author as long as you cite the author's name at the end of the paragraph.  
a) True            b) False
3. We don't have to cite famous proverbs because they are common knowledge.  
a) True            b) False
4. Using a few phrases from an article and mixing them in with your own words is not plagiarism.  
a) True            b) False
5. No need to cite the source in which you found the information on common knowledge.  
a) True            b) False



**Ex 1.** There are several ways to avoid plagiarism. One of them is paraphrasing original source. Look at the given examples. What are the methods to paraphrase the text?

**1. Original** - "If they have some help, most people can paraphrase effectively. However, practice is important because paraphrasing is difficult."

**Paraphrased** - "Most people can paraphrase effectively, if they have some help. Paraphrasing is difficult, however, so practice is important."

**Method** \_\_\_\_\_

**2. Original** - "Writing essays can be a challenging task."

**Paraphrased-** "Writing essays can be a task which is challenging."

**Method** \_\_\_\_\_

**3. Original-** "The most effective way to build your English skill is to study regularly."

**Paraphrased-** "The most effective way of building your English skill is to do studying on a regular basis."

**Method** \_\_\_\_\_

**4. Original** "To improve English, you should learn new vocabulary on a daily basis."

**Paraphrased** "To improve English, new vocabulary should be learned on a daily basis."

**Method** \_\_\_\_\_

**Ex 2.** The next way of avoiding plagiarism is summarizing. Summary is a short and concise paragraph that contains the main information of a piece of writing. The process of writing a summary can be divided into two parts- preparation stage and the actual process. Discuss in groups what should be done in each stage and fill in the table with your ideas.

Preparation	Process

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Now, compare your ideas with the information given in the table below.

Preparation	Process
<p>Finding</p> <ul style="list-style-type: none"> <li>- the main background details (title, topic, publication year, author, etc.)</li> <li>- basic notions and key words</li> <li>- thesis statement and topic sentences</li> <li>- supporting details</li> </ul>	<ul style="list-style-type: none"> <li>- group the ideas</li> <li>- always start with author's name(s)</li> <li>- at the beginning of the summary- give own thesis statement</li> <li>- provide each main idea in a separate paragraph</li> <li>- there is no need to use specific details, such as dates or statistics</li> </ul>

**Ex 3. Work in pairs. Read the article given below. Following the tips discussed in the previous exercise, write a summary.**

### **Key Issues in English for Specific Purposes (ESP) Curriculum Development**

Based on insights gained from developing the curriculum for Language Preparation for Employment in the Health Sciences and a review of the literature on ESP, this paper is intended to offer theoretical support for ESL instructors developing ESP curricula for ESL contexts.

#### **Background Information and Statement of Purpose**

In late 1999, I was asked to develop a content-based curriculum for a ten-week course for a select group of immigrants living in Ottawa, Canada. The course was held at Algonquin College of Applied Arts and Technology and was funded by the Language for Employment Related Needs Project (LERN). The curriculum consisted of two distinct phases: language delivery and employment awareness. Although the employment awareness phase (independently developed and

delivered by Local Agencies Serving Immigrants) was an integral component of the program, the focus of this paper is on insights gained from the language-delivery phase.

Dudley Evans and St. John (1998) identify five key roles for the ESP practitioner:

- teacher
- course designer and materials provider
- collaborator
- researcher
- evaluator.

It is the role of ESP practitioner as course designer and materials provider that this paper addresses. The premise of this paper is based on David Nunan's observations about the teacher as a curriculum developer.

It seems fairly obvious that if teachers are to be the ones responsible for developing the curriculum, they need the time, the skills and the support to do so. Support may include curriculum models and guidelines · and may include support from individuals acting in a curriculum advisory position. The provision of such support cannot be removed and must not be seen in isolation, from the curriculum (Nunan, 1987, p. 75).

Nunan recognized that issues of time, skills and support are key for teachers faced with the very real task of developing curricula. The intent of this paper is to provide the ESL instructor as ESP course designer and materials provider with theoretical support. This paper begins with a discussion of the origins of ESP. Some key notions about ESP are then addressed:

- absolute and variable characteristics
- types of ESP
- characteristics of ESP courses
- the meaning of the word 'special' in ESP

Key issues in ESP curriculum design are suggested: a) abilities required for successful communication in occupational settings; b) content language acquisition versus general language acquisition; c) heterogeneous versus homogenous learner group; and d) materials development.

### **The Origins of ESP**

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Certainly, a great deal about the origins of ESP could be written. Notably, there are three reasons common to the emergence of all ESP: the demands of a Brave New World, a revolution in linguistics, and focus on the learner (Hutchinson & Waters, 1987).

Hutchinson and Waters (1987) note that two key historical periods breathed life into ESP. First, the end of the Second World War brought with it an " ... age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale · for various reasons, most notably the economic power of the United States in the post-war world, the role [of international language] fell to English" (p. 6). Second, the Oil Crisis of the early 1970s resulted in Western



money and knowledge flowing into the oil-rich countries. The language of this knowledge became English.

The general effect of all this development was to exert pressure on the language teaching profession to deliver the required goods. Whereas English had previously decided its own destiny, it now became subject to the wishes, needs and demands of people other than language teachers (Hutchinson & Waters, 1987, p.7).

The second key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. Hutchinson and Waters (1987) point out that one significant discovery was in the ways that spoken and written English vary. In other words, given the particular context in which English is used, the variant of English will change. This idea was taken one step farther. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible. Hence, in the late 1960s and the early 1970s there were many attempts to describe English for Science and Technology (EST). Hutchinson and Waters (1987) identify Ewer and Latorre, Swales, Selinker and Trimble as a few of the prominent descriptive EST pioneers.

The final reason Hutchinson and Waters (1987) cite as having influenced the emergence of ESP has less to do with linguistics and everything to do psychology. Rather than simply focus on the method of language delivery, more attention was given to the ways in which learners acquire language and the differences in the ways language is acquired. Learners were seen to employ different learning strategies, use different skills, enter with different learning schemata, and be motivated by different needs and interests. Therefore, focus on the learners' needs became equally paramount as the methods employed to disseminate linguistic knowledge. Designing specific courses to better meet these individual needs was a natural extension of this thinking. To this day, the catchword in ESL circles is learner-centered or learning-centered.

## **Key Notions About ESP**

### **Absolute and Variable Characteristics of ESP**

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Ten years later, theorists Dudley-Evans and St John (1998) modified Strevens' original definition of ESP to form their own. Let us begin with Strevens. He defined ESP by identifying its absolute and variable characteristics. Strevens' (1988) definition makes a distinction between four absolute and two variable characteristics:

#### **I. Absolute characteristics:**

ESP consists of English language teaching which is:

- designed to meet specified needs of the learner;

- related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;
- centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;
- in contrast with General English.

## II. Variable characteristics:

ESP may be, but is not necessarily:

- restricted as to the language skills to be learned (e.g. reading only);
- not taught according to any pre-ordained methodology (pp.1-2).

Anthony (1997) notes that there has been considerable recent debate about what ESP means despite the fact that it is an approach which has been widely used over the last three decades. At a 1997 Japan Conference on ESP, Dudley-Evans offered a modified definition. The revised definition he and St. John postulate is as follows:

### I. Absolute Characteristics

- ESP is defined to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the discipline it serves;
- ESP is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

### II. Variable Characteristics

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students;
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (1998, pp. 4-5).

Dudley-Evans and St. John have removed the absolute characteristic that 'ESP is in contrast with General English' and added more variable characteristics. They assert that ESP is not necessarily related to a specific discipline. Furthermore, ESP is likely to be used with adult learners although it could be used with young adults in a secondary school setting.

## **Types of ESP**

David Carter (1983) identifies three types of ESP:

- English as a restricted language
- English for Academic and Occupational Purposes
- English with specific topics.

The language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford (1978) clearly illustrate the difference between restricted language and language with this statement:

... the language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment (pp. 4-5).

The second type of ESP identified by Carter (1983) is English for Academic and Occupational Purposes. In the 'Tree of ELT' (Hutchinson & Waters, 1987), ESP is broken down into three branches: a) English for Science and Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'.

Hutchinson and Waters (1987) do note that there is not a clear-cut distinction between EAP and EOP: "... people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job" (p. 16). Perhaps this explains Carter's rationale for categorizing EAP and EOP under the same type of ESP. It appears that Carter is implying that the end purpose of both EAP and EOP are one in the same: employment. However, despite the end purpose being identical, the means taken to achieve the end is very different indeed. I contend that EAP and EOP are different in terms of focus on Cummins' (1979) notions of cognitive academic proficiency versus basic interpersonal skills. This is examined in further detail below.

The third and final type of ESP identified by Carter (1983) is English with specific topics. Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. However, I argue that this is not a separate type of ESP. Rather it is an integral component of ESP courses or programs which focus on situational language. This situational language has been determined based on the interpretation of results from needs analysis of authentic language used in target workplace settings.



**Ex 4. The last way of avoiding plagiarism is referencing and citing. There are several guidelines to do it. One of them is APA style. Look at the following examples or APA style referencing and match them with categories provided after.**

1. None to claim their bones: Relics of an old Brooklyn graveyard. (1888, April 12). *New York Times*, pp. 3-4. Retrieved from <http://www.nytimes.com/>
  2. Knowles, A. (n.d.). *House of dust* [Collage]. Retrieved from Oxford Art Online database.
  3. Reitzes, D. C., & Mutran, E. J. (2004). The transition to retirement: Stages and factors that influence retirement adjustment. *International Journal of Aging and Human Development*, **59**(1), 63-84. Retrieved from <http://www.baywood.com/journals/PreviewJournals.asp?Id=0091-4150>
  4. Hughes, J. C., Brestan, E. V., & Valle, L. A. (2004). Problem-solving interactions between mothers and children. *Child and Family Behavior Therapy*, **26**(1), 1-16.
  5. Smith, A. J. (2001). Child development. In B. Strickland (Ed.), *The Gale encyclopedia of psychology*. Retrieved from <http://www.gale.cengage.com/>
  6. Jans, N. (1993). *The last light breaking: Life among Alaska's Inupiat Eskimos*. Anchorage, AK: Alaska Northwest Books.
  7. Miller, J., & Smith, T. (Eds.). (1996). *Cape Cod stories: Tales from Cape Cod, Nantucket, and Martha's Vineyard*. San Francisco, CA: Chronicle Books.
  8. Miller, L. (2008). *Careers for nature lovers & other outdoor types*. Retrieved from <http://www.ebscohost.com>
  9. Caprette, C. L. (2005). *Conquering the cold shudder: The origin and evolution of snake eyes* (Doctoral dissertation). Retrieved from [http://www.ohiolink.edu/etd/send-pdf.cgi?acc\\_num=osu1111184984](http://www.ohiolink.edu/etd/send-pdf.cgi?acc_num=osu1111184984)
- A. E-source without author
  - B. Basic book
  - C. Undated Sources
  - D. On-line dissertation and thesis database
  - E. Edited book
  - F. Printed magazine article
  - G. Electronic magazine article
  - H. Electronic encyclopedia article
  - I. Electronic book

Example of APA style	Categories
1	A
2	B
3	C
4	D
5	E
6	F
7	G
8	H
9	I

**Ex 5.** Read the following examples and by referring to the information above on avoiding plagiarism decide which is acceptable and which is plagiarism. Write the reason of plagiarism and the way used to avoid plagiarism.

Examples	Reason	Ways used to avoid plagiarism
According to Leslie Berestein (2003), the Middle Eastern water pipe known as the hookah recently "has been resurrected in youth-oriented coffeehouses, restaurants and bars, supplanting the cigar as the tobacco fad of the moment" (p. 10).		
Men in the Mid East have used hookahs to puff smoke for centuries. The "hookah" has been resurrected today in coffeehouses, restaurants and bars "supplanting the cigar as the tobacco fad of the moment."		



## LESSON #9

<b>Theme #9.</b>	<b>Working on research (statement of purpose, hypothesis, research questions)</b>
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<b>Length: One hour and twenty minutes</b>	<b>NumberofStudents:</b>
<b>Lesson Outline</b> <b>Warm-up</b> <b>Activities</b>	
<b>The aim:</b> <b>To provide students with guidance and assistance in comprehending what is “Avoiding plagiarism”.</b>	
<b>Objectives:</b> <ul style="list-style-type: none"><li>• <b>To make aware of the purpose of the topic</b></li></ul>	
<b>Activity Type:</b>	<b>Individual, small group, whole class (teacher-students)</b>

### **Warm-up. (15 min.)**

Objectives: to lead-in to the topic and to raise students’ interest to it.

Materials: board, marker

Procedure:

- Write the word topic on the board. Have the learners answer the question: *What goes for the topic ?*
  - Allow them to guess and give their answers. The students may give many different answers.
  - Then ask them to give the words associated with topic. It is a sort of brainstorming. Write the words on the board.

### **Introduction**

#### **Aim**

To provide students with guidance and assistance in in comprehending what is “**Avoiding plagiarism**”.

#### **Objectives**

By the end of the lesson students will

- ✓ get the overall awareness of the topic and be confident;
- ✓ be able to understand the importance of the topic on his ongoing study
- ✓ have a basis for continuing the subject with great interest

**Time:** 80 min

**Materials:** Below given ready made materials

#### **Procedure:**

- Distribute the materials and ask the ss to work on the material
- Give Ss shown time to finish the exercises
- Ask students to share their ideas with their partners and present their findings to the group.
- If answers are wrong teacher will clarify the answers.



## Materials of the lesson 8 (Working on research)

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This part of the research paper deals with the goal of the study, research hypothesis, research questions, research tools, participants of the study and time boundaries<sup>4</sup>.

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Research hypothesis is a statement that predicts the opinion of the researcher on the experiment results.

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**Ex 1. Read the following research topics and write a hypothesis for each one, first two have been given to you as examples.**

1. Using Authentic Materials to Promote Writing Skills of Lyceum Students (B1 Level).

**Hypothesis-** Authentic materials such as newspaper articles help to improve students' writing skills.

2. Implementing ICT in Writing Classes.

**Hypothesis-** Using Google Chrome web browser can bring positive effect in writing classes.

3. Developing A2 Level Students' Oral Proficiency.

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4. "The effects of deductive approach on written output"

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5. "Speaking from a distance: promoting oral skills out-of-class"

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6. "Developing year 1 university students' autonomous learning"

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<sup>4</sup> Г.Бакиева, К.Мурадқасимова "Language skill writing 4" 2017

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7. “The effect of L1 on L2 formulaic expression production.”

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**Ex 2. Write several hypotheses for your research topic; Look at the statements, choose the words/phrases you think suit the topic best; Using the chosen words/phrases write the final version of your research hypothesis.**

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### **Research questions**

**Research questions are connected with hypothesis. Research questions are formulated based on the proposed hypothesis.**

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Here are the characteristics of a good research question:

1. it is specific
2. it is clear
3. it is attainable
4. it is ethical
5. it is reliable

**Ex 3. Read the following research questions. Write a hypothesis that would suit all the questions.**

1.1. Are the learners' competence and performance of progressive tenses improved when authentic materials are used to teach English progressive tenses?

1.2. Do male and female learners improve their competence and performance of English progressive tenses equally?

1.3. What are the learners' perceptions of the grammar course in which authentic materials are used to teach English progressive tenses?

### **Hypothesis**

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2.1. Is there a correlation between metacognitive and cognitive strategy use and writing performance?

- 2.2. Are the more strategies used, the higher the written text scores are?
- 2.3. Is there a correlation between metacognitive strategies and the 'task' completion, between cognitive strategies and the 'language' achievement?
- 2.4. Which of the metacognitive and cognitive strategies used lead to more successful writing performance?

**Hypothesis**

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**3.1. Does second-year students' reading performance from 2 interventions (directed and self-directed) differ from each other?**

**3.2.** To what extent do the students' attitudes towards the self-access program enhance their performance?

**Hypothesis**

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**Ex 4. Based on the hypothesis you wrote in Ex 2 make up at least 3 research questions.**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

**Ex 5. Participants of the study may be students/pupils, teachers, family members or authority of an educational institution. Think about the information that can be obtained from each group of subjects. There is no need to fill in all cells.**

Group	Personal information	Professional information	Other
Students/pupils			
Teachers			
Family members			
Authority of an educational institution			

**Ex 6.** Choose group of subjects that you will use for your research. Write down the information you will need from them.

Group	Information

## LESSON #10

<b>Theme#10.</b>	<b>Research tools (Questionnaire, Interview, Tests, Observation, Documents, (including Archive documents)</b>
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<b>Length: One hour and twenty minutes</b>	<b>NumberofStudents:</b>
<b>Lesson Outline</b> <b>Warm-up</b> <b>Activities</b>	
<b>The aim:</b> <b>To provide students with guidance and assistance in comprehending what is “Research tools”.</b>	
<b>Objectives:</b> <ul style="list-style-type: none"><li>• <b>To make aware of the purpose of the topic</b></li></ul>	
<b>Activity Type:</b>	<b>Individual, small group, whole class (teacher-students)</b>

### **Warm-up. (15 min.)**

Objectives: to lead-in to the topic and to raise students’ interest to it.

Materials: board, marker

Procedure:

- Write the word topic on the board. Have the learners answer the question: *What goes for the topic ?*
  - Allow them to guess and give their answers. The students may give many different answers.
  - Then ask them to give the words associated with topic. It is a sort of brainstorming. Write the words on the board.

### **Introduction**

#### **Aim**

To provide students with guidance and assistance in in comprehending what is “**Research tools.**”

#### **Objectives**

By the end of the lesson students will

- ✓ get the overall awareness of the topic and be confident;
- ✓ be able to understand the importance of the topic on his ongoing study
- ✓ have a basis for continuing the subject with great interest

**Time:** 80 min

**Materials:** Below given ready made materials

#### **Procedure:**

- Distribute the materials and ask the ss to work on the material
- Give Ss shown time to finish the exercises
- Ask students to share their ideas with their partners and present their findings to the group.
- If answers are wrong teacher will clarify the answers.

## Materials of the lesson 10 (Research tools)

Surveys and interviews are also useful when you want to expand upon the findings you found in secondary research. For instance, suppose you cited a national poll regarding people's attitudes toward a current political issue. You could develop a survey to gather local opinion or to further assess attitudes of a particular demographic. It might also be useful to conduct a sampling of interviews to gain quotations and other anecdotal information within your local community.

### Surveys

Fortunately, Web sites and software programs abound to help you design surveys by offering a structure for organizing the survey, prompting you to enter questions, and tabulating the results. Online free polling services include [zoomerang.com](http://zoomerang.com), and [poll daddy.com](http://poll daddy.com). *The New York Times* offers a lesson on poll creation, called "To Free or Not Too Free," for middle school and high school teachers in its Learning Network at [www.nytimes.com/learning/index.html](http://www.nytimes.com/learning/index.html).

Surveys should be carefully focused and ask specific questions to minimize ambiguities or bias in the findings. Questions should be crafted and presented to ensure that the data you collect will allow you to make the kinds of determinations you seek. Surveys should follow a structure that informs respondents of the purpose.

### Structuring Your Survey

1. Give your survey a title.
2. State the purpose of the survey.
3. Tell respondents where the information will be published.
4. Include a privacy statement explaining with whom you will share the information and how it will be used.
5. Get the respondents' permission to use the data they provide.
6. Describe how the survey will be conducted.
7. Set a deadline for when you need the results.
8. Tell the respondents how to complete the survey. Be very clear about how they should answer the questions (i.e., whether they should check, circle, or underline the answer or write a response in the blank provided).
9. Thank respondents for their time. You want the respondents to complete the surveys. For that reason, the surveys should not be too long. Aim for 25 to 30 questions. The choices presented to respondents should be straightforward and easy to respond to. Questions can be presented in the following ways.
  1. Yes or no/true or false
  2. Multiple choices
  3. Ratings on a scale, usually 1 to 10
  4. Ranking in order of importance or preference
  5. CommentsYes-no and true-false questions are the most straightforward. Multiple choice questions can be problematic if the respondent does not identify with the choices given; these should always include options such as "don't know" or "none of the above" that leave room for exceptions. Rankings allow respondents to express qualitative preferences by assigning a number that reflects their attitudes according to a scale.

Rankings, on the other hand, ask the respondent to place a series of items in order. Comments can be the most revealing as they ask the respondent to state their opinions or describe something; however, they are difficult to tabulate as the results cannot be easily fitted into categories.

As you begin designing questions, ask yourself: What, exactly, do I want to determine? Surveys are typically conducted for one of two different reasons.

Attitude surveys can be short and simple, focused around a single issue and pose a single question or a short set of questions.

For instance: Do you believe that the quality of education would improve if the school year was lengthened to offer more hours for instruction?

Yes

No

Surveys designed to identify trends tend to be much longer than other kinds of surveys. This is to provide a qualitative view of related issues rather than one that is simply based on a yes or no answer.

For instance:

1. How would you rate the quality of education in your local school district?

- a. Excellent
- b. Good
- c. Average
- d. below average
- e. Poor

2. Which of the factors listed below do you believe has the greatest impact on the quality of education in your district? (Select one)

- a. Number of hours students spends in class
- b. Class size
- c. Teacher training
- d. Administrative control
- e. Parental/community support

If you answered a to this question (number of hours students spend in class), please answer the following questions. If you answered b, c, or d, please skip to question 6.

3. Do you think your local school district should add class hours to the daily schedule?

- a. Yes
- b. No

4. How many hours do children in your school district spend in school?

- a. Fewer than five
- b. Five
- c. Six
- d. More than six
- e. don't know

5. How much time do you think should be added to the school day in your district?

- a. 30 minutes
- b. 1 hour
- c. 90 minutes

- d. 2 hours
- e. More than 2 hours

Adding questions that gather demographic data allows you to make distinctions about the individuals being polled and interpret their answers according to group affiliations. For instance, the survey in this example might also ask whether the respondent is a parent, male or female, whether the person currently has children in school and, if so, the ages of the children. Answers to questions can then be cross-referenced with the demographic data to make interpretations such as:

“Eighty-one percent of mothers with children currently attending school five hours per day said that they believe their children are receiving a good to excellent education.”

Questions asking the person’s age range or income can also be relevant, but such questions should always be respectful of people’s privacy. Rather than ask survey respondents to divulge their sex or annual income, for instance, present the respondents with a range and give them the option of not answering, such as:

Are you:

- a. male
- b. female
- c. I prefer not to answer

What is your annual income?

- a. under \$25,000
- b. \$25,001–\$50,000
- c. \$50,001–\$75,000
- d. \$75,001–\$100,000
- e. Over \$100,000
- f. I prefer not to answer

### **Tabulating Survey Results**

A great deal of care should be taken to correctly tabulate results. This can be a challenging task if you have not collected data through an online site or from a form that provides automatic analysis. Researchers who expect to review and tabulate the data themselves would be well advised to work with a small group of respondents (no more than 20) to keep the task manageable.

The American Statistical Association (ASA) and the American Psychological Association (APA) publish excellent guidelines on how to conduct surveys and tabulate the results. The ASA’s publication *What Is a Survey?* Can be downloaded from [www.whatisasurvey.info](http://www.whatisasurvey.info). The APA offers numerous articles on conducting surveys at its Web site, [www.apa.org](http://www.apa.org).

### **Interviews**

Getting an interview is usually not as difficult as it may, at first, seem. Groups and individuals welcome the opportunity to express themselves and talk about their causes, products, and services in public forums.

Often, you can find subjects to interview via the Web sites you visit in your research. Use the *contact* form at the Web site to extend your invitation. Allow plenty of time. If you want to



interview the person who runs the site, he or she may get back to you immediately. However, most often your request will have to be forwarded to an appropriate individual or routed through “channels,” usually the public relations office of the sponsoring organization.

### **Arranging Interviews**

1. Identify whom you will interview.
2. Locate and contact the person.
3. Invite his or her participation.
4. Determine how you will interview the person—by phone, in person, or by e-mail.
5. Assemble the questions you will ask.
6. Forward the questions to your interviewee.
7. Request the right to ask follow-up questions.

### **Identifying and Contacting Experts**

Profnet is a service run by the Public Relations Society of America (PRSA). Originally designed to connect newspaper and magazine reporters to experts within its member companies, it is now open to academic and corporate researchers, analysts, bloggers, publishers, authors, and consultants. There you can browse a database of more than 25,000 expert profiles to identify someone you would like to interview or send a query asking experts in that area to respond. After receiving responses, you will need to determine whom to interview. Pick people whose backgrounds and areas of expertise are most relevant to your topic. You will find the Profnet Web site at: [www.profnet.prnewswire.com](http://www.profnet.prnewswire.com).

WritersWeekly.com, the online site for *Writers Weekly* magazine, a publication for freelance journalists, also allows you to post requests for interviews in its forum. Requests are also published in the site’s weekly newsletter. This is a good resource when you are looking for candid, person-on-the-street types of responses. You will find the forum at [www.forums.writersweekly.com](http://www.forums.writersweekly.com).

If you are a student, you may find that the best expert on your topic is just around the corner. Experts in all fields can be found on the faculties of colleges and universities, particularly major research universities. Take your request to the public relations office at your university. PR officers can help you identify and set up appointments with faculty experts who are available for interviews.

Other good sources are book publishers and literary agents, particularly if an expert has recently published a book and is trying to draw attention to it. For instance, McGraw-Hill publishes a list of its author-experts at the following Web site, along with a form you can fill out to request an interview: [www.authorexerts.ca](http://www.authorexerts.ca).

You can find other author-experts by simply doing an online search of the words “author” and “expert.” When you’ve found an author who is an expert on your topic, you can use the site’s “contact” information to request an interview. Be specific when requesting an interview. Compose a short, friendly, well-written e-mail and include all the information that the publisher and potential interviewee will need in order to understand your topic and the issues you plan to address.

## Guidelines for Requesting Interviews

1. Identify yourself by full name and title. For instance: "My name is Jane Doe. I am a graduate student in Criminal Justice at Rutgers University."
2. Explain your assignment/project. For instance: "I am conducting research for my master's thesis."
3. Explain your topic. For instance: "I am researching trends in social networking."
4. State your time frame. For instance: "I plan to complete my interviews for this project by October 31."
5. Offer an idea of how much time the person should allow for the interview. For instance: "The interview should take approximately 20 minutes."
6. Ask for the interview, requesting either someone who is able to speak to your topic or a specific interviewee by name. For instance: "I would like to interview Julian Sharp, author of *Design and Launch an Online Social Networking Business in a Week*."
7. Provide your contact information. For instance: "You may contact me at (phone number) or at my e-mail address (e-mail address)."
8. Finish with a cordial closing as you would in a letter. For instance: "Sincerely yours, Jane Doe."
9. A day or two before the interview, send an e-mail reminder or telephone the interviewee to confirm the time and date.

Interviews can be conducted via e-mail, by telephone, or in person. There are advantages and disadvantages to each method. E-mail interviews are convenient; interviewees can respond at their convenience. They also provide you and the interviewee with a written record of what was asked and answered. However, they also place a burden on the interviewee by requiring the person to write out responses that you normally would record in a telephone or face-to-face interview. Be prepared to give considerable thought to questions you prepare in advance. Follow-up questions are difficult in e-mail and you do not want to waste the time of people who have graciously agreed to be interviewed. Be specific and complete in your questions to avoid getting answers that require follow-up because they do not deliver the information you need. Avoid questions like, "What do you think of social networking?" Instead, be specific with questions that seek detailed information, such as, "What is the most significant trend in social networking that you see emerging among teenagers, and why do you believe it's the most significant?"

Telephone interviews are more open-ended and offer you the opportunity to follow up with questions that might occur to you in the course of the conversation. They are not good options, however, if you are excessively shy or if the interviewee is uncomfortable with them. They can also be difficult to arrange if the person maintains a busy schedule. Never insist on a telephone interview; choose the format that is most convenient for the interviewee. Finally, it is useful to record telephone interviews so that you can later review what was said and ensure accuracy on any quotes you use; however, always ask the permission of the interviewee before recording an interview. Face-to-face interviews, like telephone interviews, are not for the shy and can be difficult to arrange. However, they offer you the opportunity to meet the interviewee. This can be particularly valuable if you are meeting in a setting that is pertinent to your course of inquiry, such as the person's laboratory or a social setting that pertains to the topic, such as an Internet café if you

are discussing social networking, or a troubled housing project if you are discussing the influence of neighborhood environments on high school completion rates, crime rates, or family support networks. Ask the person's permission to record the interview at the time you make the appointment.

If you are doing a telephone or face-to-face interview, be sure you allow the interviewee to do the talking. Do not interrupt or rush the person through the interview. Many times, interviewees will use the opportunity to promote recent books, writings, or product/service introductions. If they do, let them and then proceed to the questions that are of interest to you. Cutting off an interviewee can set a bad tone for the interview and produce disappointing results. As you incorporate interviews in your paper, you must accurately and fairly present their views and opinions—even when they do not conform to your own. Be sure to do your research in advance. Read at least one thing your interviewee has written on the topic. Have a good sense in advance of what the person will say about it.

At times, interviewees will ask for a copy of your final paper. Often, this will be a condition that is discussed before the interview is granted. If you have agreed to provide a copy, do so. Always respect the requests of the interviewee.

## LESSON #11

Theme#11.	Research tools (Questionnaire, Interview, Tests, Observation, Documents, (including Archive documents)
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Length: One hour and twenty minutes	NumberofStudents:
Lesson Outline Warm-up Activities	
The aim: To provide students with guidance and assistance in comprehending what is “Research tools”.	
Objectives: <ul style="list-style-type: none"><li>• To make aware of the purpose of the topic</li></ul>	
Activity Type:	Individual, small group, whole class (teacher-students)

### Warm-up. (15 min.)

Objectives: to lead-in to the topic and to raise students’ interest to it.

Materials: board, marker

Procedure:

- Write the word topic on the board. Have the learners answer the question: *What goes for the topic ?*
  - Allow them to guess and give their answers. The students may give many different answers.
  - Then ask them to give the words associated with topic. It is a sort of brainstorming. Write the words on the board.

### Introduction

#### Aim

To provide students with guidance and assistance in in comprehending what is “**Research tools.**” **Mainly types of the questions.**

#### Objectives

By the end of the lesson students will

- ✓ get the overall awareness of the topic and be confident;
- ✓ be able to understand the importance of the topic on his ongoing study
- ✓ have a basis for continuing the subject with great interest

**Time:** 80 min

**Materials:** Below given ready made materials

#### Procedure:

- Distribute the materials and ask the ss to work on the material
- Give Ss shown time to finish the exercises
- Ask students to share their ideas with their partners and present their findings to the group.
- If answers are wrong teacher will clarify the answers.

## Questionnaire



A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. Often a questionnaire uses both open and closed questions to collect data.

### Questionnaire construction

Questionnaire construction refers to the design of a questionnaire to gather statistically useful information about a given topic. When properly constructed and responsibly administered, questionnaires can provide valuable data about any given subject.

What is often referred to as "adequate questionnaire construction" is critical to the success of a survey. Inappropriate questions, incorrect ordering of questions, incorrect scaling, or a bad questionnaire format can make the survey results valueless, as they may not accurately reflect the views and opinions of the participants.

Different methods can be useful for checking a questionnaire and making sure it is accurately capturing the intended information. Initial advice may include:

- Consulting subject-matter experts
- Using questionnaire construction guidelines to inform drafts, such as the Tailored Design Method, or those produced by National Statistical Organizations.

Empirical tests also provide insight into the quality of the questionnaire. This can be done by:

- Conducting cognitive interviewing. By asking a sample of potential-respondents about their interpretation of the questions and use of the questionnaire.
- Carrying out a small pretest of the questionnaire, using a small subset of target respondents. Results can inform a researcher of errors such as missing questions, or logical and procedural errors.
- Estimating the measurement quality of the questions. This can be done for instance using test-retest, quasi-simplex, or multitrait-multimethod models.
- Predicting the measurement quality of the question. This can be done using the software Survey Quality Predictor (SQP).

## Types of questions

**Closed-ended questions** – Respondents' answers are limited to a fixed set of responses.

- **Yes/no questions** – The respondent answers with a "yes" or a "no".
- **Multiple choice** – The respondent has several options from which to choose.
- **Scaled questions** – Responses are graded on a continuum (e.g.: rate the appearance of the product on a scale from 1 to 10, with 10 being the most preferred appearance). Examples of types of scales include the Likert scale, semantic differential scale, and rank-order scale. (See scale for further information)
- **Matrix questions** – Identical response categories are assigned to multiple questions. The questions are placed one under the other, forming a matrix with response categories along the top and a list of questions down the side. This is an efficient use of page space and the respondents' time.

**Open-ended questions** – No options or predefined categories are suggested. The respondent supplies their own answer without being constrained by a fixed set of possible responses. Examples include:

- **Completely unstructured** – For example, "What is your opinion on questionnaires?"
- **Picture completion Word association** – Words are presented and the respondent mentions the first word that comes to mind.
- **Sentence completion** – Respondents complete an incomplete sentence. For example, "The most important consideration in my decision to buy a new house is..."
- **Story completion** – Respondents complete an incomplete story.
- – Respondents fill-in an empty speech balloon.
- **Thematic apperception test** – Respondents explain a picture or create a story about what they think is happening in the picture.
- **Contingency question** – A question that is answered only if the respondent gives a particular response to a previous question. This avoids asking questions of people that do not apply to them.

## Basic rules for questionnaire item construction

- Use statements that are interpreted in the same way by members of different subpopulations of the population of interest.

- Use statements where persons that have different opinions or traits will give different answers.
- Think of having an "open" answer category after a list of possible answers.
- Use only one aspect of the construct you are interested in per item.
- Use positive statements and avoid negatives or double negatives.
- Do not make assumptions about the respondent.
- Use clear and comprehensible wording, easily understandable for all educational levels
- Use correct spelling, grammar and punctuation.
- Avoid items that contain more than one question per item (e.g. Do you like strawberries and potatoes?).
- Question should not be biased or even leading the participant towards an answer.

### Questionnaire administration modes

Main modes of questionnaire administration include:

- Face-to-face questionnaire administration, where an interviewer presents the items orally.
- Paper-and-pencil questionnaire administration, where the items are presented on paper.
- Computerized questionnaire administration, where the items are presented on the computer.
- Adaptive computerized questionnaire administration, where a selection of items is presented on the computer, and based on the answers on those items, the computer selects the following items optimized for the testee's estimated ability or trait.

➤

### ***Characteristics of a good questionnaire***

The characteristics of a good questionnaire can be analyzed by its:

#### 1. *Purpose*

A good questionnaire must serve two purposes. First, it must translate the objectives of an investigation into specific questions, the answers to which will provide the data necessary to test the hypotheses and explore the area defined by the objectives. Each question should relate the corresponding objective so that the response obtained can be analyzed and interpreted accordingly. The research objectives and specifications of the data required must precede the construction of questionnaire. Secondly, the questionnaire must motivate the respondents to communicate the required information. It is essential to include a courteous and carefully constructed covering letter to explain the purpose and importance of the study. Easy-to-follow instructions to record response and explanatory note where needed are always helpful. The covering letter should assure the respondent that delicate information will be held in strict confidence.

## 2. *Language*

The language of a good questionnaire should be concise and directed towards producing uniformity of understanding among the respondents. The vocabulary should be simple and within the easy grasp of the least intelligent of the group under study. The syntax should be clear and straightforward. Vague phrases and expressions should be avoided. Technical expressions should be used only if the inquiry is directed to a select group which is well-versed in the technical language used. Proverbs and quotations should be avoided. Subjective words, such as 'bad', 'good', 'fair' and the like do not lend

themselves to quantitative measurements nor qualitative analysis unless they are used for comparisons on a rating scale.

## 3. *Frame of Reference*

The respondent's frame of reference influences his/her answers. Complex questions that require the respondent to go through several steps of reasoning before answering are undesirable and have often resulted in misleading information. For example in a question like 'should on anganwadi worker modernise their pre-school activities', the work 'modernise' may have different connotations for different people.

Questions on controversial issues should be broken down into components, so that the researcher can determine the respondent's feelings about various aspects of the problem, including those which he/she refuses to comment upon. A series of specific questions is needed so as to uncover degrees of intensity of feeling or conviction.

The required answers should be within the informational domain of the respondents. For example, a question 'Do you include "enhancers" in your diet may not bring the desired response as many respondents (say pregnant women) may not know about this terminology. The length of the questions and statements used should be governed by a reliable estimate of the respondent's comprehension level.

## 4. *Arrangement of Questions*

The arrangement or ordering of questions should receive special attention. It should appear logical to the respondents. The questions placed first in the questionnaire should be the easiest to answer. 'Interest-generating' questions should be asked at the beginning. A proper sequence of questions proceeds from the general to specific, from simple to complex ones, from those that will create favourable attitude to those that may be somewhat delicate or sensitive.



### 5. *Length of the Questionnaire*

A questionnaire should not be longer than necessary. The total number of questions must not be too large to tire or bore the respondents. If too many questions are asked and the respondent becomes tired, the questions at the end of the series may not be well answered. If it is necessary to include a large number of questions, it is advisable to have separate questionnaires.

### 6. *Form of Response*

The form in which the responses are recorded must be integrated with the form of the questions. There should be no hesitation in asking for responses in different forms in the same questionnaire, since it is frequently found that one form is better than another for questions about different aspects of the same subject. Questions requiring answers like "Yes" or "No" are subject to least bias. These responses are easy to tabulate. However, they do not always yield sufficient information on the subject under study. In such cases, the use of multiple choice responses is desirable. Questions that present multiple choices to the respondent are effective when the choice are few and easy to follow.

Besides the characteristics mentioned above, one another aspects require consideration when working with questionnaires. It is generally considered essential that all questionnaires, schedules etc. are tested for their efficacy before they are finally used for all the main study. This is called pre-testing. Let us get to know about this.

## LESSON #12

Theme #12.	Conducting research experiment
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Length: One hour and twenty minutes	NumberofStudents:
Lesson Outline Warm-up Activities	
The aim: To provide students with guidance and assistance in comprehending what is “Conducting research experiment ”.	
Objectives: • To make aware of the purpose of the topic	
Activity Type:	Individual, small group, whole class (teacher-students)

### Warm-up. (15 min.)

Objectives: to lead-in to the topic and to raise students’ interest to it.

Materials: board, marker

Procedure:

- Write the word topic on the board. Have the learners answer the question: *What goes for the topic ?*
  - Allow them to guess and give their answers. The students may give many different answers.
  - Then ask them to give the words associated with topic. It is a sort of brainstorming. Write the words on the board.

### Introduction

#### Aim

To provide students with guidance and assistance in in comprehending what is “**Types of research (quantative and qualitative)**”.

#### Objectives

By the end of the course students will

- ✓ get the overall awareness of the topic and be confident;
- ✓ be able to understand the importance of the topic on his ongoing study
- ✓ have a basis for continuing the subject with great interest

**Time:** 80 min

**Materials:** Below given ready made materials

## Procedure:

- Distribute the materials and ask the ss to work on the material
- Give Ss shown time to finish the exercises
- Ask students to share their ideas with their partners and present their findings to the group.
- If answers are wrong teacher will clarify the answers.

## Materials of the lesson (Types of research (quantative and qualitative))

### *WHAT'S THE DIFFERENCE BETWEEN QUANTITATIVE RESEARCH AND QUALITATIVE RESEARCH?*

The definition of quantitative research

- **Quantitative data** is designed to collect cold, hard facts. Numbers. Quantitative data is structured and statistical. It provides support when you need to draw general conclusions from your research.

The definition of qualitative research

- **Qualitative data** collects information that seeks to describe a topic more than measure it. Think of impressions, opinions, and views. A qualitative survey is less structured: It seeks to delve deep into the topic at hand to gain information about people's motivations, thinking, and attitudes. While this brings depth of understanding to your research questions, it also makes the results harder to analyze.

### *WHEN TO USE QUALITATIVE VS. QUANTITATIVE RESEARCH*

Quantitative data can help you see the big picture. Qualitative data adds the details and can also give a human voice to your survey results.

Let's see how to use each method in a research project.

- **Formulating hypotheses:** Qualitative research helps you gather detailed information on a topic. You can use it to initiate your research by discovering the problems or opportunities people are thinking about. Those ideas can become hypotheses to be proven through quantitative research.
- **Validating your hypotheses:** Quantitative research will get you numbers that you can apply statistical analysis to in order to validate your hypotheses. Was that problem real or just someone's perception? The hard facts obtained will enable you to make decisions based on objective observations.
- **Finding general answers:** Quantitative research usually has more respondents than qualitative research because it is easier to conduct a multiple-choice survey than a series of interviews or focus groups. Therefore it can help you definitely answer broad questions like: Do people prefer you to your competitors? Which of your company's services are most important? What ad is most appealing?

- **Incorporating the human element:** Qualitative research can also help in the final stages of your project. The quotes you obtained from open-ended questions can put a human voice to the objective numbers and trends in your results. Many times it helps to hear your customers describe your company in their own words to uncover your blind spots. Qualitative data will get you that.

### ***HOW TO BALANCE QUALITATIVE AND QUANTITATIVE RESEARCH***

These two research methods don't conflict with each other. They actually work much better as a team. In a world of Big Data, there's a wealth of statistics and figures that form the strong foundation on which your decisions can rest. But that foundation is incomplete without the information collected from real people that gives the numbers meaning.

So how do you put these two forms of research together? Qualitative research is almost always the starting point when you seek to discover new problems and opportunities—which will help you do deeper research later. Quantitative data will give you measurements to confirm each problem or opportunity and understand it.

**How about an example?** Let's say you held a conference and wanted feedback from your attendees. You can probably already measure several things with quantitative research, such as attendance rate, overall satisfaction, quality of speakers, value of information given, etc. All these questions can be given in a closed-ended and measurable way.

But you also may want to provide a few open-ended, qualitative research questions to find out what you may have overlooked. You could use questions like:

- What did you enjoy most about the conference?
- How could we improve your experience?
- Is there any feedback on the conference you think we should be aware of?

If you discover any common themes through these qualitative questions, you can decide to research them more in depth, make changes to your next event, and make sure to add quantitative questions about these topics after the next conference.

For example, let's say several attendees said that their least favorite thing about the conference was the difficult-to-reach location. Next time, your survey might ask quantitative questions like how satisfied people were with the location, or let respondents choose from a list of potential sites they would prefer.

**Open-ended vs. close-ended questions.** A good way of recognizing when you want to switch from one method to the other is to look at your open-ended questions and ask yourself why you are using them.

For example, if you asked: “What do you think of our ice cream prices?”, people would give you feedback in their own words and you will probably get some out-of-the-box answers.

If that’s not what you’re looking for, you should consider using an easily quantifiable response. For example:

**Relative to our competitors, do you think our ice cream prices are:**

- Higher
- Aboutthesame
- Lower

This kind of question will give your survey respondents clarity and in turn it will provide you with consistent data that is easy to analyze.

### ***HOW TO GET QUALITATIVE DATA***

There are many methods you can use to conduct qualitative research that will get you richly detailed information on your topic of interest.

- **Interviews.** One-on-one conversations that go deep into the topic at hand.
- **Case studies.** Collections of client stories from in-depth interviews.
- **Expert opinions.** High-quality information from well-informed sources.
- **Focus groups.** In-person or online conversation with small groups of people to listen to their views on a product or topic.
- **Open-ended survey questions.** A text box in a survey that lets the respondent express their thoughts on the matter at hand freely.
- **Observational research.** Observing people during the course of their habitual routines to understand how they interact with a product, for example.

However, this open-ended method of research does not always lend itself to bringing you the most accurate results to big questions. And analyzing the results is hard because people will use different words and phrases to describe their points of view, and may not even talk about the same things if they find space to roam with their responses.

In some cases, it may be more effective to go ‘full quantitative’ with your questions.

### ***WHY COLLECT QUANTITATIVE DATA?***

**Qualitative survey questions can run the risk of being too vague.** To avoid confusing your respondents, you may want to eschew questions like, “What do you think about our internet

service?” Instead you could ask a closed-ended, quantitative question like in the following example.

**The internet service is reliable:**

- Always
- Mostofthetime
- Abouthalfthetime
- Oncein a while
- Never

**Qualitative questions take longer to answer.** Survey respondents don’t always have the patience to reflect on what they are being asked and write long responses that accurately express their views. It’s much faster to choose one of several pre-loaded options in a questionnaire. Using quantitative questions helps you get more questions in your survey and more responses out of it.

**Quantitative survey questions are just more... quantifiable.** Even word responses in closed-ended questionnaires can be assigned numerical values that you can later convert into indicators and graphs. This means that the overall quality of the data is better. Remember that the most accurate data leads you to the best possible decisions.

***EXAMPLES OF HOW TO USE QUALITATIVE AND QUANTITATIVE QUESTIONS***

Our customer satisfaction survey template includes some good examples of how qualitative and quantitative questions can work together to provide you a complete view of how your business is doing.

Quantitative questions:

**How long have you been a customer of our company?**

- Thisismyfirstpurchase
- Lessthansixmonths
- Sixmonthsto a year
- 1-2 years
- 3 ormoreyears

- I haven't made a purchase yet

**How likely are you to purchase any of our products again?**

- Extremelylikely
- Verylikely
- Somewhatlikely
- Notsolikely
- Notatalllikely

Qualitative follow-up question:

**Do you have any other comments, questions, or concerns?**

The following is another example from our employee engagement survey.

Quantitative questions:

**When you make a mistake, how often does your supervisor respond constructively?**

- Always
- Mostofthetime
- Abouthalfofthetime
- Oncein a while
- Never

Qualitativequestion:

**What does your supervisor need to do to improve his/her performance?**

## LESSON #13

<b>Theme #13.</b>	<b>Conducting research experiment</b>
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<b>Length: One hour and twenty minutes</b>	<b>NumberofStudents:</b>
<b>Lesson Outline</b> <b>Warm-up</b> <b>Activities</b>	
<b>The aim:</b> <b>To provide students with guidance and assistance in comprehending what is “Conducting research experiment ”.</b>	
<b>Objectives:</b> <ul style="list-style-type: none"><li>• <b>To make aware of the purpose of the topic</b></li></ul>	
<b>Activity Type:</b>	<b>Individual, small group, whole class (teacher-students)</b>

### **Warm-up. (15 min.)**

Objectives: to lead-in to the topic and to raise students’ interest to it.

Materials: board, marker

Procedure:

- Write the word topic on the board. Have the learners answer the question: *What goes for the topic?*
  - Allow them to guess and give their answers. The students may give many different answers.
  - Then ask them to give the words associated with topic. It is a sort of brainstorming. Write the words on the board.

### **Introduction**

#### **Aim**

To provide students with guidance and assistance in in comprehending what is “**Types of research (quantative and qualitative)**”.

#### **Objectives**

By the end of the course students will

- ✓ get the overall awareness of the topic and be confident;
- ✓ be able to understand the importance of the topic on his ongoing study
- ✓ have a basis for continuing the subject with great interest

**Time:** 80 min

**Materials:** Below given ready made materials

#### **Procedure:**

- Distribute the materials and ask the ss to work on the material
- Give Ss shown time to finish the exercises
- Ask students to share their ideas with their partners and present their findings to the group.
- If answers are wrong teacher will clarify the answers.



## Materials of the lesson (Types of research (quantative and qualitative))

Conducting research experiment (pre, while, post tests)

### Pretesting

Pretesting is the process of bringing together members of the priority audience to react to the components of a communication campaign before they are produced in final form. Pre-testing measures the reaction of the selected group of individuals and helps determine whether the priority audience will find the components - usually draft materials understandable, believable and appealing.

Components of a communication campaign that benefit from pretesting include:

- Key benefit and support points
- Messages
- Story boards
- Draft materials
- Name of campaign and logo
- Signature tune/music
- Translated text
- Interpersonal communication activities such as those used by peer educators or field workers

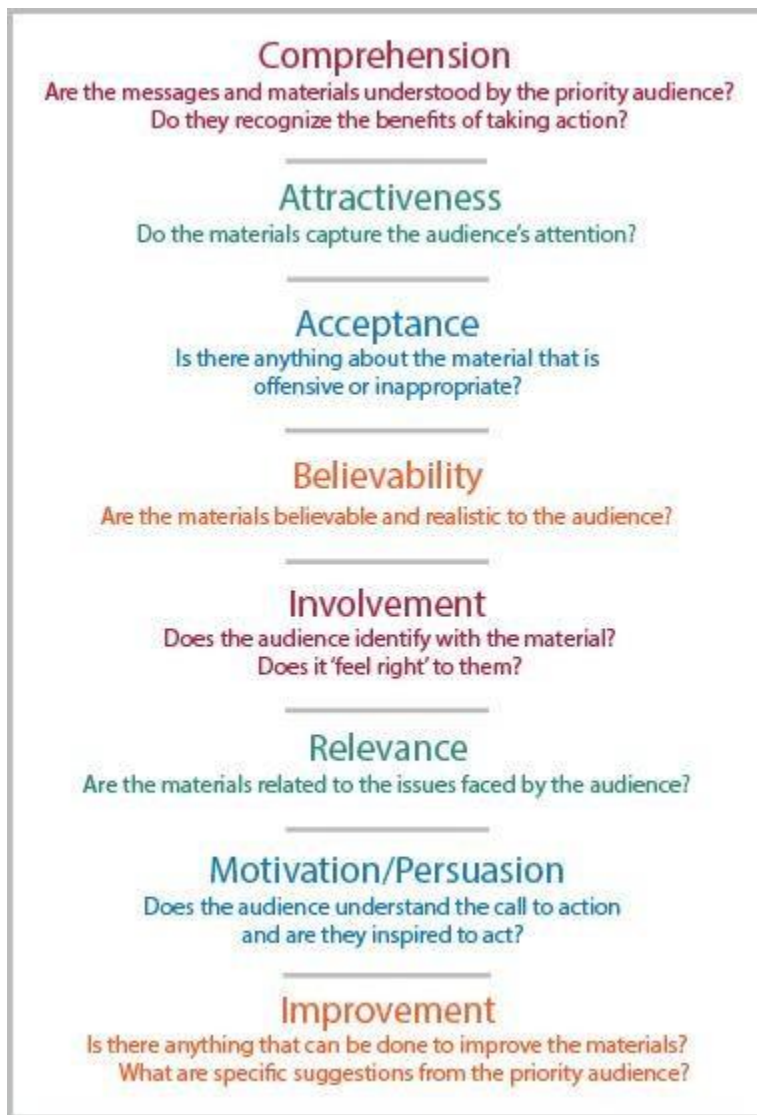
Keep in mind that for social and behavior change communication (SBCC) campaigns and materials to be most effective, they should be tested at several stages of development. In the SBCC process, four types of testing are typically conducted: concept testing, stakeholder reviews, pretesting and field testing. The graphic below demonstrates the relationship between the four types of testing. This guide covers only pretesting.



### Why Conduct Pretesting?

Pretesting increases the impact of SBCC materials by determining if what has been designed is suitable for the audience. It can save money, time and energy overall as the resulting material will be effective.

Pretesting should be conducted to gather information from the audience on the basic aspects or elements of the material, including:



Do not skip the pretesting phase. If there are not resources or time to conduct a large-scale pretest, even a small-scale pretest can offer useful insights if it is thoughtfully designed.

#### Who Should Conduct Pretesting?

A small focused team of key program staff (3-4 people) should develop the plans for pretesting. For the pretest to be most effective, however, it is best to find people most like the priority audience - who are trained in pretesting - to lead the actual pretesting exercises. Having someone who is like the audience will encourage honesty and openness during the pretesting process. Some organizations may consider hiring a research firm to conduct the pretesting.

#### When Should Pretesting be Conducted?

Pretesting should be completed after concept testing, message design, and materials development, and before components of the communication campaign are finalized, produced and disseminated.

#### Estimated Time Needed

Completing pretesting typically takes between two weeks and two months depending on the testing method, the objectives of the pretest, the number of campaign elements to be tested, and the number of revisions necessary. If materials or messages require a complete rework, it could take longer.

## Learning Objectives

After completing the activities in the pretesting guide, the team will:

- Understand the steps and the stages of testing SBCC materials.
- Define and list the elements of pretesting.
- Know how to choose a pretesting method.
- Know how to conduct a pretest.

## Steps

### Step 1: Outline Pretest Objectives

To guide the pretest process, the team should develop a plan with a clear set of objectives for each component or material being tested. The objectives describe the aims of the pretest and the information to be gathered. Start by reviewing the creative brief(s) for the SBCC campaign. The creative brief's description of the priority audience, the promoted behavior and the key promise can be used to inform the pretest objectives.

<b>Materials:</b>	Posters (two alternative versions)
<b>Priority Audience:</b>	Young mothers (ages 18 - 25) from a rural town; educated at basic school level
<b>Promoted Behavior:</b>	Spacing pregnancies at least two years
<b>Objectives:</b> <ul style="list-style-type: none"><li>• Determine whether the language, writing level and expressions are appropriate and understandable for young mothers with basic school education</li><li>• Establish whether the content - including images, font, spokesperson - are appealing and believable to young mothers</li><li>• Understand whether the poster motivates young mothers to practice birth spacing</li><li>• Determine which poster best meets the pretest objectives</li></ul>	

### Step 2: Choose the Pretest Method

After the pretest objectives are established, select the pretest method. Choosing the right method(s), described in the table below, depends largely on the following:

<b>Purpose</b>	<b>What it means:</b> What and how much do we expect to learn from the sample priority audience?	<b>Why it is important:</b> Some methods, such as individual interviews, lend themselves to the collection of more detailed input and individual understanding, while others, such as FGDs, are better for getting broader insights.
<b>Type of material or campaign element</b>	<b>What it means:</b> Is the material long or short? Is it print, audio-visual, outdoor, or web-based? Is it a theme/concept or a material?	<b>Why it is important:</b> It can be difficult to test long materials using intercept interviews. For some materials audience interaction is helpful, while for others it is not.
<b>Characteristics of audience</b>	<b>What it means:</b> What is their level of formal education? What is a culturally appropriate method of accessing the knowledge of the chosen pretest audience?	<b>Why it is important:</b> Some audiences are less comfortable expressing themselves openly in a group. For example, one-on-one methods tend to garner more and better information from low-literate audiences, and it can be difficult to gather peer groups for some audiences (such as leaders). Also, low- and non-literate audiences would need individual assistance to complete written surveys.
<b>Available resources</b>	<b>What it means:</b> How much time and money is available? What is the expertise of the project team?	<b>Why it is important:</b> Ideally, expert pretesters would pretest until they are getting no new information. In reality, programs must use the best combination of resources available to them and design a pretesting plan accordingly.
<b>Sensitive or complex nature of the materials</b>	<b>What it means:</b> Will the audience feel more comfortable discussing the topic among their peers or on their own?	<b>Why it is important:</b> In groups, and especially mixed [or non-peer] groups, individuals might be less likely to speak or to express themselves honestly about sensitive topics or words/concepts they don't understand.
<b>How the material will be used</b>	<b>What it means:</b> Will the material be used in a group setting or one-on-one?	<b>Why it is important:</b> The context in which the material is used can affect how it is understood or perceived. For example, pretesting a group-oriented material with a group can provide insight on how groups will react to it. Such insights might not be obtained in individual pretests.

Review the table below for a list of pretesting methods. Keep in mind that using one method might limit the assessment. The use of mixed methods (e.g. survey questionnaire and in-depth interviews) is one way to capture additional information and fill gaps. Project teams should be able to articulate why they have chosen a certain method or methods for their pretest.

Pretest Method	Ideal Sample Size	Appropriate For	Advantages/ Disadvantages
<p><b>Focus Group Discussions (FGDs)</b></p> <p>A discussion on a specific topic guided by a trained facilitator or moderator.</p>	Six to ten people for each FGD; need at least four FGDs for each material, if possible.	Program themes, images, general issues, materials in early development.	<p><b>Advantages</b> Interaction among participants; potential to cover many topics.</p> <p><b>Disadvantages</b> Group reaction could influence individual response; unable to examine sensitive or difficult topics.</p>
<p><b>Example:</b> A group of 10 women, ages 18-25, discuss their likes/dislikes on posters [or other materials] about the benefits of birth spacing and if their barriers are addressed.</p>			
<p><b>Individual Interviews</b></p> <p>One-on-one (in-person) discussion between the interviewer and the participant.</p>	At least 10 per type of participant (e.g. 10 husbands/10 wives).	Sensitive topic/ content; exchange of confidential information; opportunity to discuss materials more in-depth; low-literacy or hard-to-reach audiences.	<p><b>Advantages</b> Responses not influenced by others; has a wide reach, particularly individuals with limited writing or reading skills.</p> <p><b>Disadvantages</b> Time consuming; expensive; results cannot be generalized.</p>
<p><b>Example:</b> Interview husbands and wives separately about the challenges of using modern contraceptive methods.</p>			
<p><b>Intercept Interviews</b></p> <p>Trained interviewer shows materials and conducts a quick survey with the priority audience in an area (e.g. markets, clinics) they frequently visit.</p>	60-300	Print and audio-visual materials; program themes and images; need a large number of individual responses.	<p><b>Advantages</b> Ability to reach a larger group and hard-to-reach audiences; low cost.</p> <p><b>Disadvantages</b> Setting may be disruptive; will not capture detailed information; results cannot be generalized.</p>
<p><b>Example:</b> Young pregnant women are asked about a poster on breastfeeding as they visit the clinic for antenatal care.</p>			
<p><b>Theater Test</b></p> <p>Questionnaire tests recollection of messages by participants who view messages together as other programming competes for their attention.</p>	60-300	More common in developed world environment; often used with audio visuals (e.g. radio/TV ads).	<p><b>Advantages</b> Simulates natural exposure to materials and competing messages; allows for quick analysis.</p> <p><b>Disadvantages</b> Time consuming; expensive.</p>
<p><b>Example:</b> A group of young mothers complete a survey after viewing a TV spot on exclusive breastfeeding along with other spots on the benefits of formula.</p>			
<p><b>Survey Questionnaire</b></p> <p>Series of questions used to gather data and measure reaction to materials from many individuals.</p>	20-200	Print and audio-visual materials.	<p><b>Advantages</b> Reach wider audience (e.g. homebound, rural, displaced); less expensive.</p> <p><b>Disadvantages</b> Does not permit detailed feedback on material outside of basic questions in questionnaire.</p>
<p><b>Example:</b> Young mothers are given a survey to complete after reviewing two alternative versions of a poster on family planning.</p>			
<p><b>Readability Test (e.g. FOG, SMOG)</b></p> <p>Determines approximate grade level of the written material.</p>	N/A	Materials for low-literacy and youth; test done during materials development, before pretesting with priority audience.	<p><b>Advantages</b> Fast; inexpensive.</p> <p><b>Disadvantages</b> Does not reflect audience reaction.</p>
<p><b>Example:</b> A readability test should be done on all materials before they are pretested to make sure they meet the appropriate literacy level of the audience.</p>			
<p><b>Role Play/ Practice with Exit Interviews</b></p> <p>IPC agents conduct IPC sessions with real or potential clients. Afterward, a trained interviewer seeks feedback (separately) from the agents and clients.</p>	Individual, couple, or small group, depending on the type of IPC interaction. Ideally the feedback interviews are one-on-one.	New IPC interventions.	<p><b>Advantages</b> Enables early feedback and refinement of both the intervention and IPC agents.</p> <p><b>Disadvantages</b> Each pretest involves at least 4 people; time consuming.</p>
<p><b>Example:</b> A new peer education program to provide health and family planning support to new mothers.</p>			

### Step 3: Plan the Pretest

Plan the details of the pretest. This includes identifying the location and meeting site, recruiting participants, identifying facilitators and interviewers, determining incentives, and designing survey questionnaires or focus group discussion guides as needed. Below are some key points to keep in mind during this process:

**Location:** The priority audience should feel comfortable with the pretesting location. For example, it might be best to conduct the pretest in areas or places (e.g. clinics, churches) where the priority audience is most likely to encounter the materials.

**Facilitators/Interviewers/Note-takers:** For focus group discussions and in-depth interviews, make sure to identify trained or experienced moderators or facilitators. Trained facilitators can be found at universities, research firms, or partner organizations. If possible, use a facilitator who has similar characteristics (e.g. age, background) to the priority audience. This helps to develop trust and comfort among the participants. It is also important to have a trained note-taker who is familiar with the topic and speaks the local language.

**Participants:** Use the creative brief to identify key characteristics of the priority audience. Select a sample of participants that match those characteristics to participate in the pretest. Participants should not have had any involvement in the development of your materials or concept testing. The sample size and collection method will depend on the selected pretest method (see Pretesting Methods Table in Step 2). It is often helpful to over-recruit participants in case some do not show up or complete the pretest. The image below provides some ideas on where to recruit participants. Some organizations have membership lists that can be used for recruitment.



Community or  
Social Groups



Religious Groups/  
Organizations



Schools



Health Facilities



Work Places

#### Step 4: Develop Pretesting Guide

Develop a pretesting guide that will serve as a reference for keeping the activity on track (see *How to Conduct an Effective Pretest* for sample pretest questions). The guide should include the following:

- Background information from the creative brief (e.g. description of SBCC campaign and priority audience)
- Pretest objectives
- Pretest plan (description of pretest method, location, participants, facilitators/moderators/notetakers)
- Pretest questions
- Plan for use of information gathered

#### Step 5: Develop Questions

The goal of pretest questions is to understand the value of the materials. For example, how effective are the posters in influencing young parents to practice birth spacing? A series of open-ended questions will gather specific details about the audience's preferences. Avoid close-ended (yes or no) questions or those that lead participants to respond in a certain way.

When developing questions, it is helpful to review the pretesting elements listed in the introduction. This will ensure questions are effective and meaningful (see example in table below). It is also important to include questions that will capture demographic information (e.g. age, education level, marital status, number of children) and details on how participants spend their day (e.g. media use, social gatherings). The program and creative teams should work together to contribute questions about behavior and design.

Pretesting Element	Recommendation	Sample Questions
<b>Attractiveness</b>	Allow participants to compare alternative versions of materials.	<ul style="list-style-type: none"> <li>• What do you think about the pictures?</li> <li>• What was the first thing that caught your attention?</li> </ul>
<b>Comprehension</b>	Try to focus participants on the main idea of the message.	<ul style="list-style-type: none"> <li>• What do you think this material is telling you to do?</li> <li>• What words/sentences are difficult to read/understand?</li> </ul>
<b>Acceptance</b>	Explore issues that could potentially be overlooked.	<ul style="list-style-type: none"> <li>• Is there anything about the material that you find offensive?</li> <li>• Is there anything about the material that you find annoying?</li> </ul>
<b>Relevance</b>	Have participants confirm whether the material is appropriate for them.	<ul style="list-style-type: none"> <li>• What type of people should read/ watch this?</li> <li>• In what ways are people in the material like/different from you?</li> </ul>
<b>Motivation/Persuasion</b>	Explore the effect on behavior and desires.	<ul style="list-style-type: none"> <li>• What does this material make you want to do?</li> <li>• How likely are you to do that?</li> </ul>
<b>Improvement</b>	Find out other ways to enhance the material.	<ul style="list-style-type: none"> <li>• What new information did you learn?</li> <li>• What do you think is missing?</li> </ul>

### Step 6: Conduct Pretest

**Consent Forms:** It is important to obtain participant consent (verbal or written) prior to the pretest. Consent forms are written agreements that show the individual has volunteered to participate in the activity. It also informs the participant of the risks involved (or clearly states there is no risk).

**Recording and Note-taking:** Some pretests use a self-administered questionnaire. When this is not the case, use a pretest answer sheet to note verbal and nonverbal responses to the material. This promotes consistency among interviewers and pretest sessions. Include on the data sheet the date, time, place, name and type of material, audience, respondent number, element (e.g. image, text, font, audio/video segment, character), pretest questions, and other relevant information as appropriate. Pretests can be recorded to help remind or clarify, but recording should not take the place of note-taking (see Resources Section).

The specifics on how to conduct a pretest will differ based on the method. The pretesting guide in the samples section outlines how to conduct a Focus Group Discussion (FGD) pretest. For details on how to conduct other types of pretests (see Resources Section).

With any type of pretest methods, it is important to use open-ended and probing questions to obtain rich information and avoid unduly influencing respondents.

### Step 7: Analyze Data and Interpret Results

Analyze the data and interpret the results of the pretest. To analyze:



- Look for trends in responses. If a certain problem or change is mentioned multiple times, it is something that likely needs to be addressed.
- Determine whether results highlight fundamental flaws with the design, messages, or format. If so, the material may need to be completely redesigned. Otherwise, basic revisions should address the problems.
- Consult materials development experts about the suggested changes or problems highlighted. Do not feel compelled to make every change participants suggest.

#### Step 8: Summarize the Results

Communicate the results of the pretest. Write a report outlining the process and the findings. The report should have the following sections:

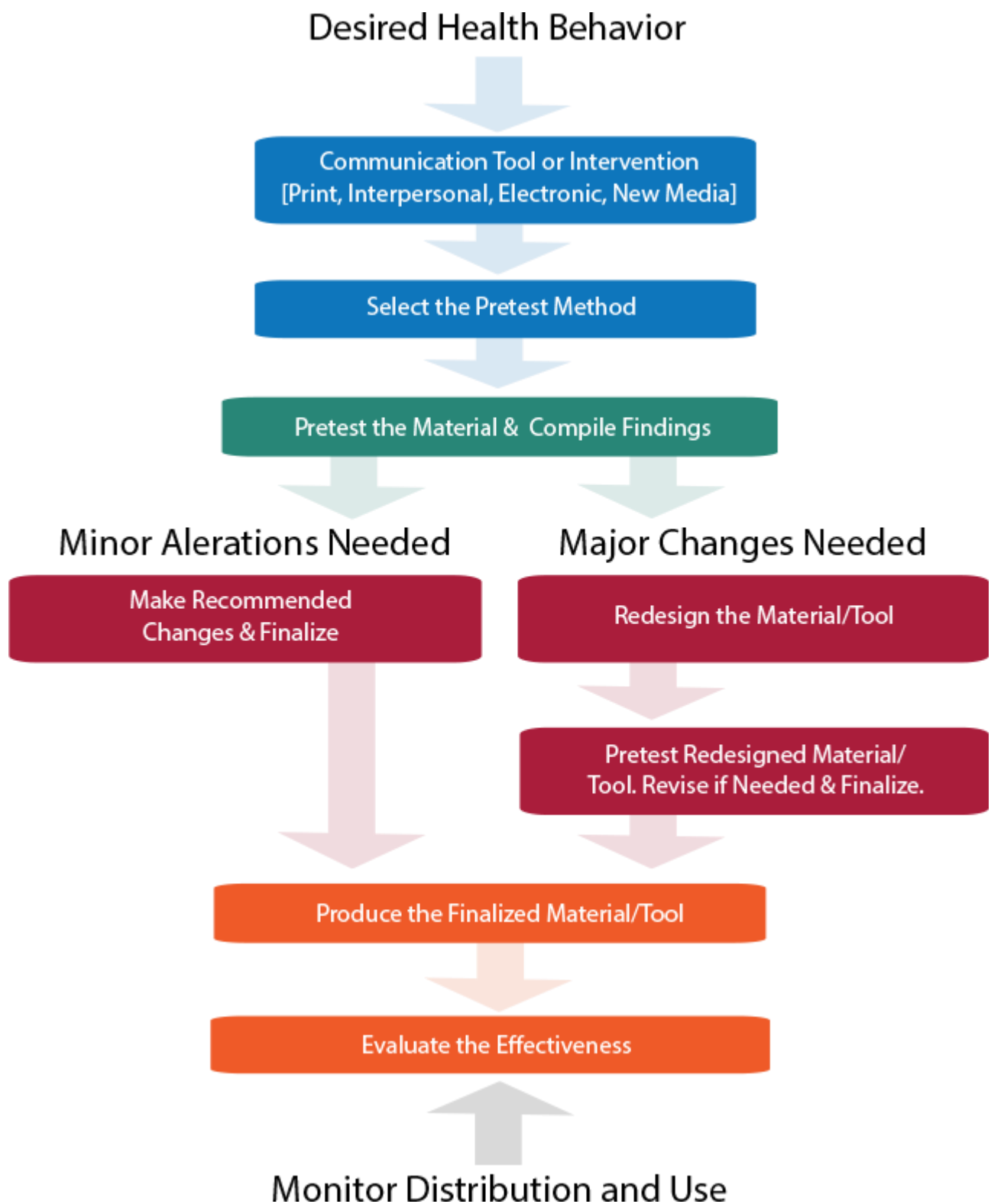
- **Background:** What was tested? What were the pretest objectives? Which audience was involved in the process? Why? How? How many participants were involved in the pretest?
- **Highlights:** Summarize the main points that came up during the testing.
- **Findings:** Present a complete report on the findings. Where appropriate, describe the participants' reactions, incorporate key quotes and describe which creative ideas and concepts worked the best versus those that were not appealing or effective.
- **Conclusions:** Describe the patterns that came up and/or the major differences that were observed across the individuals and/or groups.
- **Recommendations:** Suggest and prioritize revisions for the tested creative ideas, concepts, and/or materials based on the findings and conclusions.

#### Step 9: Revise Materials and Retest

If the results of the pretest indicate that major revisions are needed, a complete redesign may be required. Once the materials have been revised, pretest the new version if budget and time allow. The same questionnaire or FGD guide can be used as before with questions added or changed as needed on the particular areas of concern. This is to make sure the problem from the first design is addressed in the newer version.

**Note:**

When retesting the materials, DO NOT use the same group that was used in the first pretest. Choose another group of similar people so they are responding to material new to them.



Answer the following questions:

What is the similarities of pre test and post test?

What is pre test and post test in research?

How do you evaluate pre test and post test?

What comes first pre test or post test?

Why is pre test important?

What is the purpose of a pre test?

How do you pre assess students?

## LESSON #14

<b>Theme #14</b>	<b>Calculation of results of the research (Mean, Mode, Median, SD)</b>
<b>Length: One hour and twenty minutes</b>	<b>NumberofStudents:</b>
<b>Lesson Outline</b> <b>Warm-up</b> <b>Activities</b>	
<b>The aim:</b> <b>To provide students with guidance and assistance in comprehending what is “Calculating the results of the research and working with formula (Mean, Mode, Median, SD).”</b>	
<b>Objectives:</b> <ul style="list-style-type: none"><li>• <b>To make aware of the purpose of the topic</b></li></ul>	
<b>Activity Type:</b>	<b>Individual, small group, whole class (teacher-students)</b>

### Warm-up. (15 min.)

Objectives: to lead-in to the topic and to raise students’ interest to it.

Materials: board, marker

Procedure:

- Write the word topic on the board. Have the learners answer the question: *What goes for the topic ?*
  - Allow them to guess and give their answers. The students may give many different answers.
  - Then ask them to give the words associated with topic. It is a sort of brainstorming. Write the words on the board.

### Introduction

#### Aim

To provide students with guidance and assistance in in comprehending what is “**Calculating the results of the research and working with formula (Mean, Mode, Median, SD).**”

#### Objectives

By the end of the lesson students will

- ✓ get the overall awareness of the topic and be confident;
- ✓ be able to understand the importance of the topic on his ongoing study
- ✓ have a basis for continuing the subject with great interest

**Time:** 80 min

**Materials:** Below given ready made materials

#### Procedure:

- Distribute the materials and ask the ss to work on the material
- Give Ss shown time to finish the exercises
- Ask students to share their ideas with their partners and present their findings to the group.
- If answers are wrong teacher will clarify the answers.

## (Calculating the results of the research and working with formula

*Ex 1.* Below are given results of a test done by a group of subjects. Think in what forms this information could be presented (non-textual elements).

**Results of a pre-test for group A**

Name	Score
Anna	56
John	78
Sarah	34
Claire	90
Stephen	87
Henry	69
Jane	79

**Mean**

In order to prove the hypothesis initial and final results of the research need to be compared. It can be done by calculating mean, mode and/or median of the results.

**Mean-** is the **average** of the numbers.

It is calculated in the following way- add up all the numbers are added and then divided by the amount of the numbers.

$$\text{E.g.: } (45+78+69+94+79+83):6=\text{Mean}$$

*Ex 2.* Calculate mean of pre and post test results of a group of subjects and tell whether the whole group and individual students had progress.

**Results of a pre-test for group A**

Name	Score
Anna	56
John	78
Sarah	34
Claire	90
Stephen	87
Henry	69
Jane	79

### Results of a post-test for group B

Name	Score
Anna	67
John	74
Sarah	50
Claire	90
Stephen	91
Henry	63
Jane	88

### Mode

Mode is the number that occurs most often. Results of a test must be presented in order from the lowest to the highest one. The most frequent number is then identified.

E.g.: 56      63      63      74      76      88      93

However, mode can be binomial. Look at the following example:

51      53      53      53      67      74      85      85      85      91

Here two numbers represent mode- **53** and **85**.

**Ex 3. Calculate mode of pre and post test results of a group of subjects and tell whether the whole group had progress.**

**Results of a pre-test for group A**

Name	Score
Anna	34
John	56
Sarah	69
Claire	78
Stephen	79
Henry	87
Jane	90
Alice	90

### Results of a post-test for group B

Name	Score
Anna	50
John	69
Sarah	74
Claire	88
Stephen	88
Henry	90
Jane	91
Alice	94

### Median

Median is the middle results in the list of results. In order to identify median, all results must be presented in order from the lowest to the highest one. The middle number is the median.

E.g.:      45      66      69      **78**      79      83      94

In the given example the middle number is 78 and it is the median.

What is median in the following example:

56      61      66      73      79      84      89      95

If number of results is even, in that case median will be presented by two numbers. They are added and divided into two. In the example above, median is  $76 = (73+79):2$

**Ex 4. Calculate median of pre and post test results of a group of subjects and tell whether the whole group had progress.**

**1. Results of a pre-test for group A**

Name	Score
Anna	56
John	78
Sarah	34
Claire	90
Stephen	87
Henry	69
Jane	79

**Results of a post-test for group B**

Name	Score
Anna	67
John	74
Sarah	50
Claire	90
Stephen	91
Henry	63
Jane	88



## 2. Results of a pre-test for group C

Name	Score
Kate	63
Mary	89
Steve	70
Bob	45
William	59
Nancy	82
Alice	91

## Results of a post-test for group D

Name	Score
Anna	67
John	85
Sarah	79
Claire	51
Stephen	55
Henry	85
Jane	88

## Range

Range is the difference between the highest and the lowest results.

## Results of a pre-test for group A

Name	Score
Anna	56
John	78
Sarah	34
Claire	90
Stephen	87
Henry	69
Jane	79

In the given table the lowest result is 34, the highest result is 90.  $90 - 34 = 56$ . So, the range is 56. Range shows the contrast in test results. The higher the range is the more multilevel the group is. The smaller the range indicator is, the more homogeneous the group is.

**Ex 5. Identify mean, mode, median and range in the results of a group of subjects and tell whether the whole group had progress.**

Name	Score ( out of 100)
Anna	81,5
John	87
Sarah	98
Claire	82,5
Stephen	98
Henry	95,5
Kate	81
Mary	91
Steve	93
Bob	97
William	85
Nancy	85

Name	Score ( out of 100)
Anna	83
John	86
Sarah	100
Claire	89
Stephen	93
Henry	91
Kate	85
Mary	93
Steve	91
Bob	73
William	86
Nancy	92

**Ex 6. Find a sample of any research results and rewrite the data given in it.**

## LESSON #15

<b>Theme #15.</b>	<b>Ways of expressing statistics on diagrams and graphs</b>
<b>Length: One hour and twenty minutes</b>	<b>NumberofStudents:</b>
<b>Lesson Outline</b> <b>Warm-up</b> <b>Activities</b>	
<b>The aim:</b> <b>To provide students with guidance and assistance in comprehending what is “Ways of expressing statistics on diagrams and graphs.”</b>	
<b>Objectives:</b> <ul style="list-style-type: none"><li>• <b>To make aware of the purpose of the topic</b></li></ul>	
<b>Activity Type:</b>	<b>Individual, small group, whole class (teacher-students)</b>

### Warm-up. (15 min.)

Objectives: to lead-in to the topic and to raise students’ interest to it.

Materials: board, marker

Procedure:

- Write the word topic on the board. Have the learners answer the question: *What goes for the topic ?*
  - Allow them to guess and give their answers. The students may give many different answers.
  - Then ask them to give the words associated with topic. It is a sort of brainstorming. Write the words on the board.

### Introduction

#### Aim

To provide students with guidance and assistance in in comprehending what is “**Ways of expressing statistics on diagrams and graphs.**”

#### Objectives

By the end of the lesson students will

- ✓ get the overall awareness of the topic and be confident;
- ✓ be able to understand the importance of the topic on his ongoing study
- ✓ have a basis for continuing the subject with great interest

**Time:** 80 min

**Materials:** Below given ready made materials

#### Procedure:

- Distribute the materials and ask the ss to work on the material
- Give Ss shown time to finish the exercises
- Ask students to share their ideas with their partners and present their findings to the group.
- If answers are wrong teacher will clarify the answers.

## Using Charts to Illustrate Numeric Data

Word communicates text effectively, and Word tables present numbers well. But numbers and words are often more effective when accompanied by charts that present the same information graphically.

Word's charting feature can convert otherwise boring or unintelligible numbers into bar charts, pie charts, and more. You can even link charts to tables and Excel spreadsheets right in Word.

### Inserting a Chart in a Document

Let's start by creating a simple chart. This sample chart gives you something to play with as you work through the steps to revise the data, apply formatting, and customize the chart.

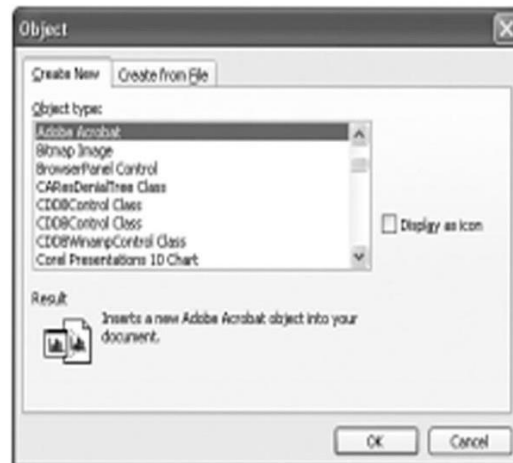
There are two ways to create a chart. You can choose **Insert, Object** and select the type of chart you want to create: either a Graph chart or an Excel chart. You can also choose **Insert, Picture, Chart** to insert a Graph chart.

To create a Graph or Excel chart, follow these steps:

1. Choose **Insert, Object** to open the Object dialog box (see Figure 18.1). You might need to click the **Create New** tab to see the dialog options shown in the figure.

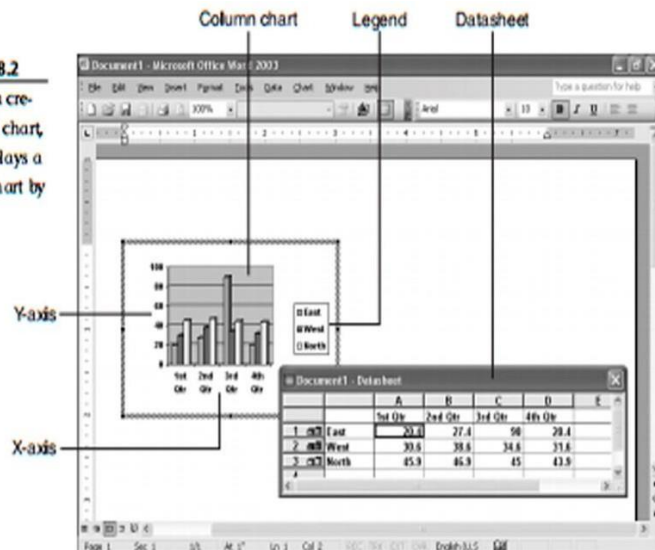
**FIGURE 18.1**

The Object dialog box lists all the different types of objects that you can add to a Word document.



2. Scroll through the list of objects and select **Microsoft Graph Chart** or **Microsoft Excel Chart** (whichever one appears in your list).
3. Click **OK**. Word creates a chart and displays the sample datasheet. Figure 18.2 shows the chart created with Microsoft Graph.

**FIGURE 18.2**  
When you create a new chart, Word displays a column chart by default.



As you can see in Figure 18.2, the sample chart displays sales data for three regions over a period of 12 months. The legend identifies the regions, the x-axis identifies the time period, and the y-axis shows the values being measured.

The menus and toolbars now show the Microsoft Graph (or Excel) menu items and buttons. To return to Word, click in the document window. When you're ready to work with the chart again, double-click the chart to select it and switch to the Graph or Excel menus and toolbars.

If you choose Microsoft Excel Chart, your new chart looks a little different. The datasheet is on the Sheet1 tab (next to the Chart1 tab, along the bottom of the chart). Click the Sheet1 tab to switch to the datasheet. You also see a new Chart toolbar with buttons to help you customize the chart.

## Editing Data in the Datasheet

The foundation for any chart is a series of numbers and labels to identify those numbers. The numbers and labels are found in the datasheet. You can put information into a datasheet in several ways. One, you can enter the numbers and labels directly in the chart's datasheet. Two, you can type the numbers and labels into a table and create the chart based on the table data. Or three, you can enter the information into an Excel spreadsheet and then import that data into a chart in Word.

Follow these steps to edit data in the datasheet:

1. If the datasheet isn't already displayed, double-click the chart.
2. Click in the datasheet (or click the tab that contains the data). The datasheet must be active for you to edit it.
3. Click in a cell and revise the entry, or click in a blank cell and type a new entry.

You can update the chart with the new information when you click in another cell or in the chart itself. To close the datasheet, click the **Close** button in the upper-right corner, or just click elsewhere in the document to close the datasheet and return to the Word screen. To redisplay the datasheet for a Word chart, choose **View, Datasheet**.

## Using Table Information to Create a Chart

If you already have the information in a table, you don't need to re-enter it all. You can use the table to create a chart. Furthermore, you may prefer to work in a table as you design and edit the chart to include just the right information.

To use a table to create a chart, do the following:

1. Click in the table.
2. Select the table (choose **Table, Select, Table**).
3. Choose **Insert, Object**. If necessary, click the **Create New** tab.
4. Scroll down and double-click **Microsoft Graph Chart** or **Microsoft Office Excel Chart**.

Word displays a chart with the information from the table. The data you entered in the table is shown in the datasheet (see Figure 18.3).

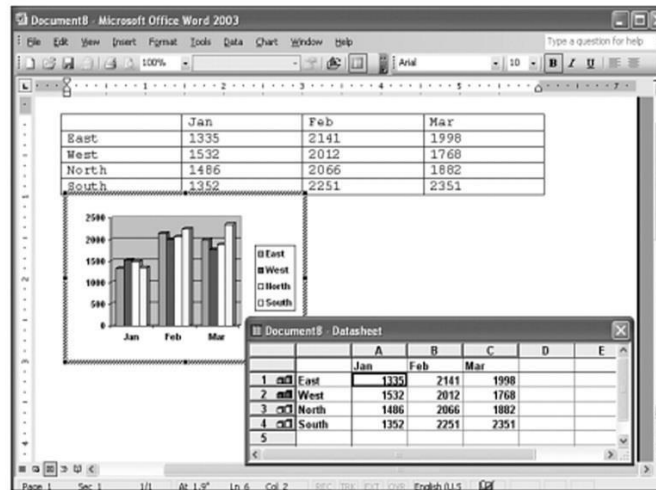


### caution

If you don't have Microsoft Excel on your system, you won't have an entry for Microsoft Excel Chart. Likewise, if Microsoft Graph hasn't been installed, you won't have an option for it either. If this is the case, you have a choice: You can install either Microsoft Graph or Microsoft Excel, whichever you prefer.

First, close all programs. Choose **Start, Control Panel, Add or Remove Programs**. Select the entry for **Microsoft Office 2003** or **Microsoft Word 2003**. Choose **Change** to start the Setup program. Select **Add or Remove Features** and then click **Next**. To install Excel, choose **Excel**, click **Next**, and then choose **Update**. To install Microsoft Chart, select **Choose advanced customization of applications** and then click **Next**. Click the plus sign next to **Office Tools**, click the drop-down list next to **Microsoft Graph**, and choose **Run from My Computer**. Choose **Update** to make your changes take effect.

**FIGURE 18.3**  
Creating a chart from an existing table is fast and easy.



## Formatting the Chart Area

When you're satisfied with the data, you might look for ways to improve the appearance of your chart. There are several things you can do. First, you can add a border, of the color and width of your choosing. Second, you can add a fill pattern that appears behind the data. Last, you can set the font for the chart numbers and labels.

To add a border around the chart, follow these steps:

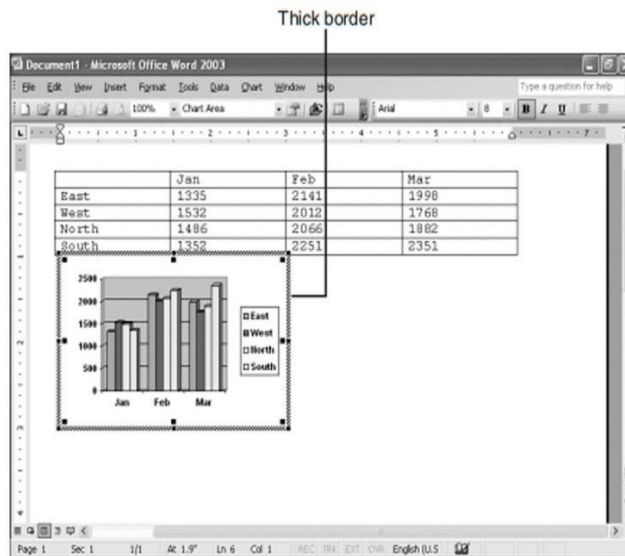
1. Double-click the chart. You should see a thick slash border around the chart (see Figure 18.4), which means it is now selected.
2. Right-click in the top-right corner (the white area) in the selected chart and then choose **Format Chart Area**. The Format Chart Area dialog box appears (see Figure 18.5).



For more information on creating tables in Word, see Chapter 9, "Creating and Formatting Tables." For more information on using Excel, see Que Publishing's *Absolute Beginner's Guide to Microsoft Office Excel 2003* by Joe Kraynak (ISBN: 0-7897-2941-5).

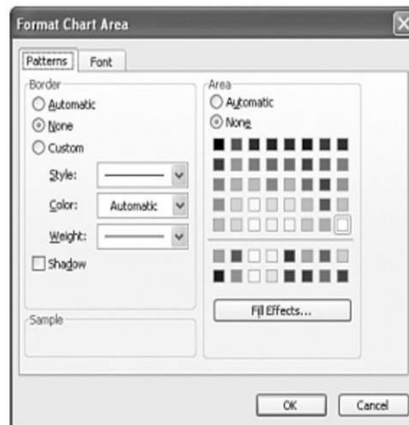
**FIGURE 18.4**

A chart can be edited only when the thick slash border appears around it.



**FIGURE 18.5**

The Format Chart Area dialog box offers options for adding a border or a fill pattern, and selecting an attractive font.



3. In the Border section, choose **Automatic** to create a basic thin black border. Otherwise, choose **Custom** to create a customized border with the following options:
  - **Style**—Click the drop-down list arrow and choose a line style.
  - **Color**—Click the drop-down list arrow to open the color palette where you can select a color for the border lines.



- **Weight**—Click the drop-down list arrow to open a list of line widths.
- **Shadow**—Enable this check box to add a drop shadow on the right and bottom sides of the chart.

4. When you're satisfied with the results shown in the Sample box, click **OK** to apply the new border.

A fill pattern is really just a background that you can add to a chart. You can choose from a full palette of colors, but I suggest you use something in a light or medium tone; otherwise, it is difficult to read the information in the chart.

To add a fill pattern to a chart, follow these steps:

1. Double-click the chart. You should see a thick slash border around the chart (refer to Figure 18.4).
2. Right-click in the top-right corner (the white area) in the selected chart and then choose **Format Chart Area**. The Format Chart Area dialog box appears (refer to Figure 18.5).
3. In the Area section, click one of the colors on the color palette. The Sample box shows a larger swatch of the color.
4. Click **OK** to apply the new fill pattern.

The default font for the chart information is Arial, which may work just fine for you. However, if the rest of your document is in a certain font, or if you want to dress up your chart a bit, changing the font is a great way to do that.

To set a font for the numbers and labels, do the following:

1. Double-click the chart. You should see a thick slash border around the chart (refer to Figure 18.4).



### caution

If you edit the values in the table, the changes are not reflected in the chart. You should always edit the values in the datasheet instead.



### tip

If you want something a little fancier than a solid fill color, you can apply special effects fill patterns. In the Format Chart Area dialog box, click the **Fill Effects** button to open the Fill Effects dialog box. Make your selections in any of the four tabs to see the results in the Sample box. When you're finished, click **OK**.

2. Right-click in the top-right corner (the white area) in the selected chart and then choose **Format Chart Area**. The Format Chart Area dialog box appears (refer to Figure 18.5).
3. Click the **Font** tab to display the font options (see Figure 18.6).

**FIGURE 18.6**  
The Font options for charts are a subset of the options that are available for document text.



4. Choose a font, font size, font effects, color, or background.
5. When you're satisfied with the results shown in the Preview box, click **OK**.

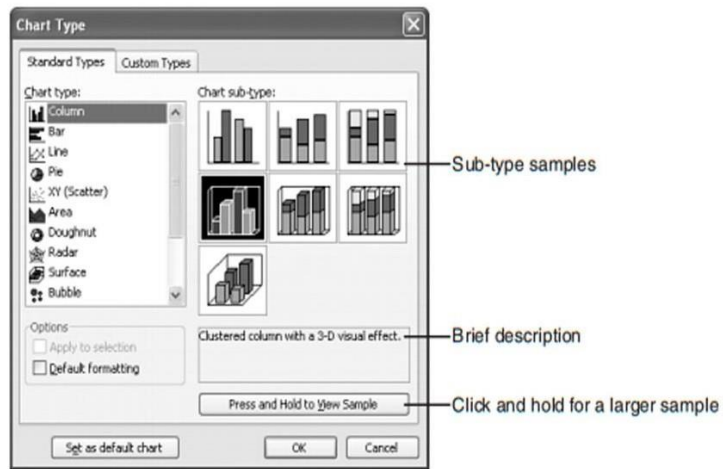
## Choosing a Chart Type

You may be thrilled or even a little intimidated when you see that you can choose from 14 different types of charts, with each type having a set of sub-types. All told, you can choose from more than 70 different charts.

To select a chart type, follow these steps:

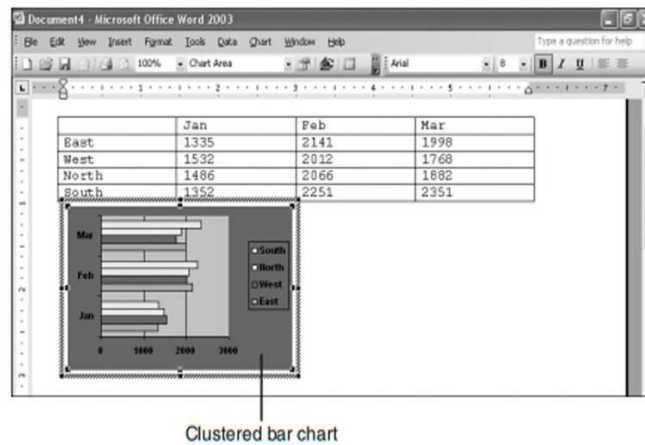
1. Double-click the chart. You should see a thick slash border around the chart (refer to Figure 18.4).
2. Right-click in the top-right corner (the white area) in the selected chart and then choose **Chart Type** to display the Chart Type dialog box (see Figure 18.7).

**FIGURE 18.7**  
Word has a comprehensive set of chart types to choose from.



3. Select an item in the **Chart type** list box to display samples of the different sub-types in the **Chart sub-type** window.
4. Click a sub-type chart to display a brief description below the **Chart sub-type** window.
5. Click the **Press and Hold to View Sample** button to see a larger sample of a selected chart sub-type.
6. When you're satisfied with your selection, click **OK** to change to the new chart type (see Figure 18.8).

**FIGURE 18.8**  
A bar chart clearly illustrates the differences between the sales figures.



Clustered bar chart

## Customizing a Chart

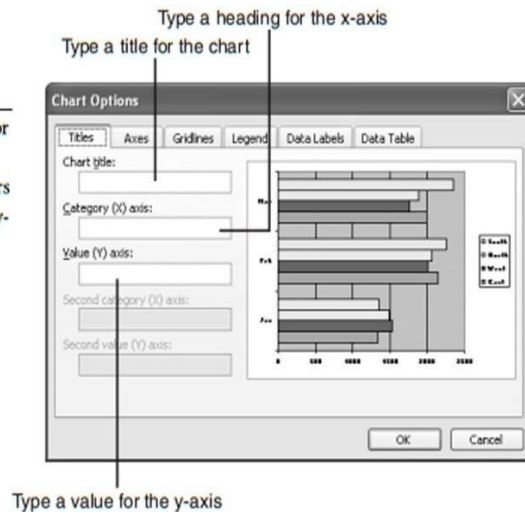
Charts don't make much sense if they aren't properly labeled. You can look at a bar chart but not know what it is telling you unless you have a good set of labels and a descriptive legend. The legend in Figure 18.8, for example, clearly indicates which color has been assigned to each region. Furthermore, the title on the y-axis tells you exactly which month you're looking at.

The options to customize a chart are found on the Chart Options dialog box. It has separate tabs for each area of the chart, so you can quickly pinpoint the area that you want to work with and make those changes. I'll cover the options that are used most frequently and leave it to you to discover the rest when the situation calls for it.

To create chart titles, do the following:

1. Double-click the chart. You should see a thick slash border around the chart.
2. Right-click the selected chart and then choose **Chart Options** to display the Chart Options dialog box (see Figure 18.9).

**FIGURE 18.9**  
Create a title for the chart and set up identifiers for the x- and y-axes on the Titles tab.



3. Type a title in the **Chart title** text box.
4. Type a label for the x-axis in the **Category (X) axis** text box.
5. Type a label for the y-axis in the **Value (Y) axis** text box. (The label for this text box may change depending on the data and chart type.)
6. Click **OK** when you're finished.

## LESSON #16

<b>Theme #16.</b>	<b>Ways of expressing statistics on diagrams and graphs</b>
<b>Length: One hour and twenty minutes</b>	<b>NumberofStudents:</b>
<b>Lesson Outline</b> <b>Warm-up</b> <b>Activities</b>	
<b>The aim:</b> <b>To provide students with guidance and assistance in comprehending what is “Ways of expressing statistics on diagrams and graphs.”</b>	
<b>Objectives:</b> <ul style="list-style-type: none"><li>• <b>To make aware of the purpose of the topic</b></li></ul>	
<b>Activity Type:</b>	<b>Individual, small group, whole class (teacher-students)</b>

### Warm-up. (15 min.)

Objectives: to lead-in to the topic and to raise students’ interest to it.

Materials: board, marker

Procedure:

- Write the word topic on the board. Have the learners answer the question: *What goes for the topic ?*
  - Allow them to guess and give their answers. The students may give many different answers.
  - Then ask them to give the words associated with topic. It is a sort of brainstorming. Write the words on the board.

### Introduction

#### Aim

To provide students with guidance and assistance in in comprehending what is “**Ways of expressing statistics on diagrams and graphs.**”

#### Objectives

By the end of the lesson students will

- ✓ get the overall awareness of the topic and be confident;
- ✓ be able to understand the importance of the topic on his ongoing study
- ✓ have a basis for continuing the subject with great interest

**Time:** 80 min

**Materials:** Below given ready made materials

#### Procedure:

- Distribute the materials and ask the ss to work on the material
- Give Ss shown time to finish the exercises
- Ask students to share their ideas with their partners and present their findings to the group.
- If answers are wrong teacher will clarify the answers.

## Materials of the lesson 16 (Ways of expressing statistics on diagrams and graphs)

### Scatterplots

**Scatterplots** are used to present relationships between quantitative variables when the variable on the  $x$ -axis (typically the independent variable) has a large number of levels. Each point in a scatterplot represents an individual rather than the mean for a group of individuals, and there are no lines connecting the points.

The graph in Figure 12.13 is an APA-style version of Figure 12.7, which illustrates a few additional points. First, when the variables on the  $x$ -axis and  $y$ -axis are conceptually similar and measured on the same scale—as here, where they are measures of the same variable on two different occasions—this can be emphasized by making the axes the same length. Second, when two or more individuals fall at exactly the same point on the graph, one way this can be indicated is by offsetting the points slightly along the  $x$ -axis. Other ways are by displaying the number of individuals in parentheses next to the point or by making the point larger or darker in proportion to the number of individuals. Finally, the straight line that best fits the points in the scatterplot, which is called the regression line, can also be included.

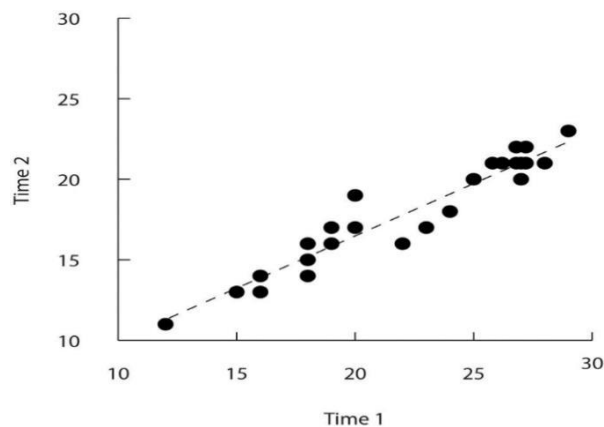


Figure X. Relationship between scores on the Rosenberg self-esteem scale taken by 25 research methods students on two occasions one week apart. Pearson's  $r = .96$ .

### Expressing Descriptive Statistics in Tables

Like graphs, tables can be used to present large amounts of information clearly and efficiently. The same general principles apply to tables as apply to graphs. They should add important information to the presentation of your results, be as simple as possible, and be interpretable on their own. Again, we focus here on tables for an APA-style manuscript.

Figure 12.14 Sample APA-Style Table Presenting Means and Standard Deviations [\[Long](#)

Table X

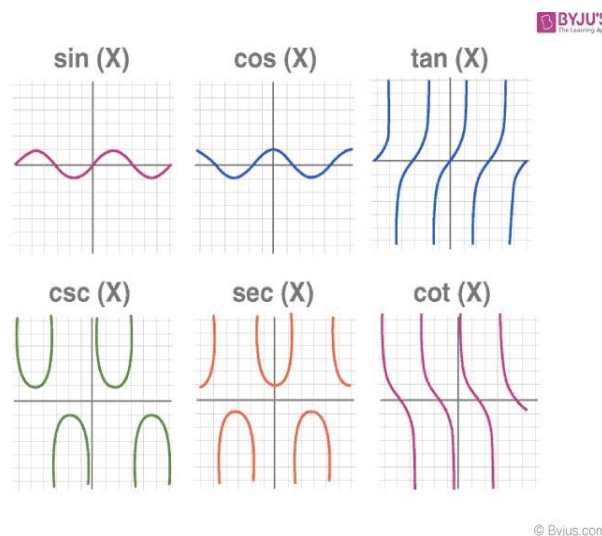
*Means and Standard Deviations of Intentions to Have Unprotected Sex and Attitudes Toward Unprotected Sex as a Function of Both Mood and Self-Esteem*

Self-Esteem	Negative mood		Positive mood	
	M	SD	M	SD
Intentions				
High	2.46	1.97	2.45	2.00
Low	4.05	2.32	2.15	2.27
Attitudes				
High	1.65	2.23	1.82	2.32
Low	1.95	2.01	1.23	1.75

[Description](#)

### Trigonometric Graphs

Trigonometry graphs are plotted below for the 6 trigonometric functions, which include sine function, cosine function, tangent function, cotangent function, cosec function, and sec function. Visit [trigonometry graphs](#) to learn the graphs of each of the functions in detail along with their maximum and minimum values and solved examples.

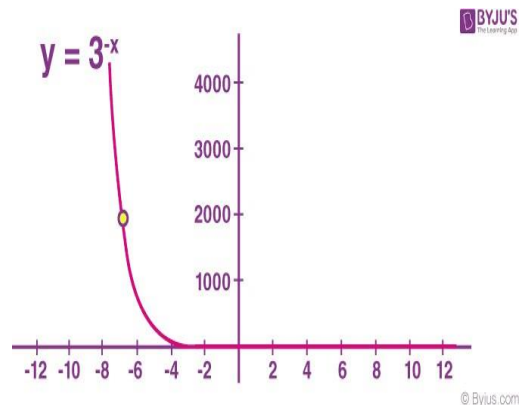
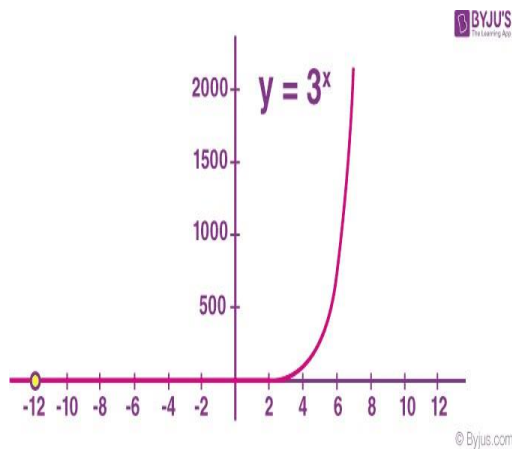


### Exponential Graphs

Exponential graphs are the representation of exponential functions using the table of values and plotting the points on a graph paper. It should be noted that the exponential functions are the inverse of logarithmic functions. In the case of exponential charts, the graph can be an increasing or decreasing type of curve based on the function. An example is given below, which will help to understand the concept of **graphing exponential function** easily.

**For example,** the graph of  $y = 3^x$  is an increasing one while the graph of  $y = 3^{-x}$  is a decreasing one.

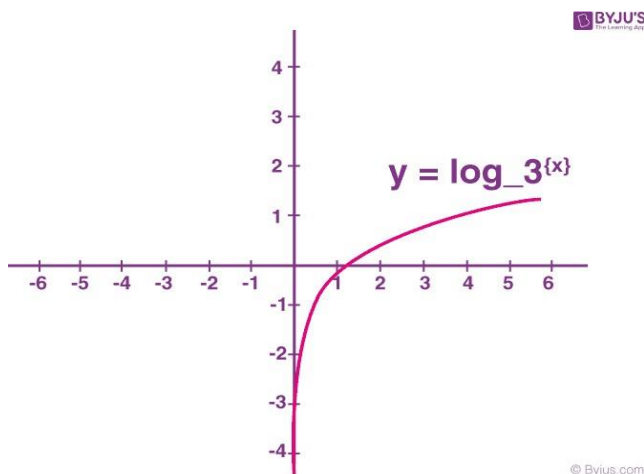
Graph of  $y = 3^x$ :



## Logarithmic Graphs

Logarithmic functions are inverse of exponential functions and the methods of plotting them are similar. To plot **logarithmic graphs**, it is required to make a table of values and then plot the points accordingly on a graph paper. The graph of any log function will be the inverse of an exponential function. An example is given below for better understanding.

**For example**, the inverse graph of  $y = 3^x$  will be  $y = \log_3 \{x\}$  which will be as follows:



## Frequency Distribution Graph

A frequency distribution graph is used to show the frequency of the outcomes in a particular sample. For frequency distribution graphs, the table of values made by placing the outcomes in one column and the number of times they appear (i.e. frequency) in the other column. This table is known as the frequency distribution table from which the cumulative frequency graph or ogive can be plotted.

There are two commonly used frequency graphs which include:

Frequency Polygon

Cumulative Frequency Distribution Graphs



## LESSON #17

<b>Theme #17</b>	<b>Writing the results of the research</b>
<b>Length: One hour and twenty minutes</b>	<b>NumberofStudents:</b>
<b>Lesson Outline</b> <b>Warm-up</b> <b>Activities</b>	
<b>The aim:</b> <b>To provide students with guidance and assistance in comprehending what is “Working on the results of the research.”</b>	
<b>Objectives:</b> <ul style="list-style-type: none"><li>• <b>To make aware of the purpose of the topic</b></li></ul>	
<b>Activity Type:</b>	<b>Individual, small group, whole class (teacher-students)</b>

### Warm-up. (15 min.)

Objectives: to lead-in to the topic and to raise students’ interest to it.

Materials: board, marker

Procedure:

- Write the word topic on the board. Have the learners answer the question: *What goes for the topic ?*
  - Allow them to guess and give their answers. The students may give many different answers.
  - Then ask them to give the words associated with topic. It is a sort of brainstorming. Write the words on the board.

### Introduction

#### Aim

To provide students with guidance and assistance in in comprehending what is “**Working on the results of the research.**”

#### Objectives

By the end of the lesson students will

- ✓ get the overall awareness of the topic and be confident;
- ✓ be able to understand the importance of the topic on his ongoing study
- ✓ have a basis for continuing the subject with great interest

**Time:** 80 min

**Materials:** Below given ready made materials

#### Procedure:

- Distribute the materials and ask the ss to work on the material
- Give Ss shown time to finish the exercises
- Ask students to share their ideas with their partners and present their findings to the group.
- If answers are wrong teacher will clarify the answers.

## Materials of the lesson 17 (Working on the results of the research)

### Discuss the questions below:

1. What do you think the results are in writing research?
2. What ways of writing results do you know?
3. What can be the results of research you think?
4. How important the results are in research papers?

### Ex 1. Read the following passage and make questions on your part

#### RESULTS

Student A

1. Function: The function of the Results section is to objectively present your key results, without interpretation, in an orderly and logical sequence using both text and illustrative materials (Tables and Figures). The results section always begins with text, reporting the key results and referring to your figures and tables as you proceed. Summaries of the statistical analyses may appear either in the text (usually parenthetically) or in the relevant Tables or Figures (in the legend or as footnotes to the Table or Figure). The Results section should be organized around Tables and/or Figures that should be sequenced to present your key findings in a logical order. The text of the Results section should be crafted to follow this sequence and highlight the evidence needed to answer the questions/hypotheses you investigated. Important negative results should be reported, too. Authors usually write the text of the results section based upon the sequence of Tables and Figures.

2. Style: Write the text of the Results section concisely and objectively. The passive voice will likely dominate here, but use the active voice as much as possible. Use the past tense. Avoid repetitive paragraph structures. Do not interpret the data here. The transition into interpretive language can be a slippery slope. Consider the following two examples:

This example highlights the trend/difference that the author wants the reader to focus:

*The duration of exposure to running water had a pronounced effect on cumulative seed germination percentages (Fig. 2). Seeds exposed to the 2-day treatment had the highest cumulative germination (84%), 1.25 times that of the 12-h or 5-day groups and 4 times that of controls.*

Student B

In contrast, this example strays subtly into interpretation by referring to optimality (a conceptual model) and teeing the observed result to that idea:

*The results of the germination experiment (Fig. 2) suggest that the optimal time for running-water treatment is 2 days. This group showed the highest cumulative germination (84%), with longer (5 d) or shorter (12 h) exposures producing smaller gains in germination when compared to the control group.*

Notice that the outcome of a statistical analysis is not a key result, but rather an analytical tool that helps us understand what is our key result.

Differences, directionality, and magnitude: Report your results so as to provide as much information as possible to the reader about the nature of differences or relationships. For example, if you testing for differences among groups, and you find a significant difference, it is not sufficient to simply report that "groups A and B were significantly different". How are they different? How much are they different? It is much more informative to say something like, "Group A individuals were 23% larger than those in Group B", or, "Group B pups gained weight at twice the rate of Group A pups." Report the direction of differences (greater, larger, smaller, etc) and the magnitude of differences (% difference, how many times, etc.) whenever possible. See also below about use of the word "significant."

**Ex 2. Consider the following tips for writing results speculate on them**

- This presents and explains the results of the study.
- Validity of hypotheses are discussed, along with various test of validity used.
- Don't just present empirical estimates – these must be analyzed, interpreted and possibly tested to make findings complete.
- *The empirical results are often only the beginning of the most meaningful part of the research – economic understanding, expertise and insight are needed to fully interpret the meaning and implications of the estimates.*
- Tables and figures are often effectively used to present findings.
- They help to organize and emphasize information in the findings.
- A recommended approach to writing this section is to construct the tables and figures that form the core of the findings first – then write the narrative which describes and explains the tables and figures.

In this part of the research paper all the results are presented- they can be given in a form of charts, tables and diagrams.

**Ex 3. Steps given below describe the process of writing research results. Put the steps into logically correct order.**

1. A systematic description of results, highlighting for the reader observations that are most relevant to the topic under investigation.
2. A summarized paragraph of key findings presented in a logical order that generally follows methodology section.
3. An introductory paragraph which restates the research goal, hypothesis and research questions.
4. Use of non-textual elements, such as, figures, charts, photos, maps, tables, etc. to further illustrate key findings.

## LESSON #18

<b>Theme #18</b>	<b>Writing final reflection</b>
<b>Length: One hour and twenty minutes</b>	<b>NumberofStudents:</b>
<b>Lesson Outline</b> <b>Warm-up</b> <b>Activities</b>	
<b>The aim:</b> <b>To provide students with guidance and assistance in comprehending what is “Writing final reflection.”</b>	
<b>Objectives:</b> <ul style="list-style-type: none"><li>• <b>To make aware of the purpose of the topic</b></li></ul>	
<b>Activity Type:</b>	<b>Individual, small group, whole class (teacher-students)</b>

### **Warm-up. (15 min.)**

Objectives: to lead-in to the topic and to raise students’ interest to it.

Materials: board, marker

Procedure:

- Write the word topic on the board. Have the learners answer the question: *What goes for the topic ?*
  - Allow them to guess and give their answers. The students may give many different answers.
  - Then ask them to give the words associated with topic. It is a sort of brainstorming. Write the words on the board.

### **Introduction**

#### **Aim**

To provide students with guidance and assistance in in comprehending what is “**Writing scientific conclusion.**”

#### **Objectives**

By the end of the lesson students will

- ✓ get the overall awareness of the topic and be confident;
- ✓ be able to understand the importance of the topic on his ongoing study
- ✓ have a basis for continuing the subject with great interest

**Time:** 80 min

**Materials:** Below given ready made materials

#### **Procedure:**

- Distribute the materials and ask the ss to work on the material
- Give Ss shown time to finish the exercises
- Ask students to share their ideas with their partners and present their findings to the group.
- If answers are wrong teacher will clarify the answers.

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**The last part of the research paper is writing conclusion. It is presented after all the calculations are done. The main focus of conclusion is to answer research questions and state whether the hypothesis is proven or not.**

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**Discuss the following questions:**

- What is the difference between conclusion and summary?
- What should be included in a scientific conclusion?
- How is research conclusion connected with other parts of the research paper?

**Ex 1. Look at Task VI of Unit 8. Based on the calculations of mean, mode, median and range answer research questions given below.**

1. Does students' vocabulary improve with implementation of role-play?

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2. What is the place of role-playing in teaching EFL vocabulary?

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**Ex 2. One more function of a conclusion is to provide recommendations for further research or teaching.**

**Based on the answers to the research questions in Ex 1, write a short paragraph with further recommendations.**

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**Ex 3. Limitations**

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**Limitations are inevitable in any research. It is necessary to indicate them in the final part of the research work in order to present objective, reliable and valid product.**

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Think what limitations you had or you may have in your research. Describe the limitations, reasons, influence on the research results and possible ways how they could be avoided.

Limitation	Reason	Influence	Results	How to avoid

**Ex 4. Look at the given hypothesis and results of mean, mode, median and range of pre and post-test. Write a paragraph describing whether the hypothesis was proven or not.**

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**In some cases, results of the research may be unexpected, different from the researcher's expectations and not prove research hypothesis.**

---

**Hypothesis-**Authentic materials such as newspaper articles help to improve students' writing skills.

Pre-test

Mean: 81  
Median: 80  
Mode: 75  
Range 36

Post-test

Mean: 75

Median: 73

Mode: 66

Range 25

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**Ex 5. Make an outline of conclusion of your research paper. Think what parts it will consist of. Predict what answers you may get by the end of your research. Will your hypothesis be proven or not? What recommendations will you give?**

**Research question 1**

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**Research question 2**

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**Research question 3**

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**Hypothesis**

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**Recommendations**

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## LESSON #18

<b>Theme #18</b>	<b>Writing scientific article on the research</b>
<b>Length: One hour and twenty minutes</b>	<b>NumberofStudents:</b>
<b>Lesson Outline</b> <b>Warm-up</b> <b>Activities</b>	
<b>The aim:</b> <b>To provide students with guidance and assistance in comprehending what is “Writing scientific article on the research”</b>	
<b>Objectives:</b> <ul style="list-style-type: none"><li>• <b>To make aware of the purpose of the topic</b></li></ul>	
<b>Activity Type:</b>	<b>Individual, small group, whole class (teacher-students)</b>

### Warm-up. (15 min.)

Objectives: to lead-in to the topic and to raise students’ interest to it.

Materials: board, marker

Procedure:

- Write the word topic on the board. Have the learners answer the question: *What goes for the topic ?*
  - Allow them to guess and give their answers. The students may give many different answers.
  - Then ask them to give the words associated with topic. It is a sort of brainstorming. Write the words on the board.

### Introduction

#### Aim

To provide students with guidance and assistance in in comprehending what is “**Writing scientific article on the research**”

#### Objectives

By the end of the lesson students will

- ✓ get the overall awareness of the topic and be confident;
- ✓ be able to understand the importance of the topic on his ongoing study
- ✓ have a basis for continuing the subject with great interest

**Time:** 80 min

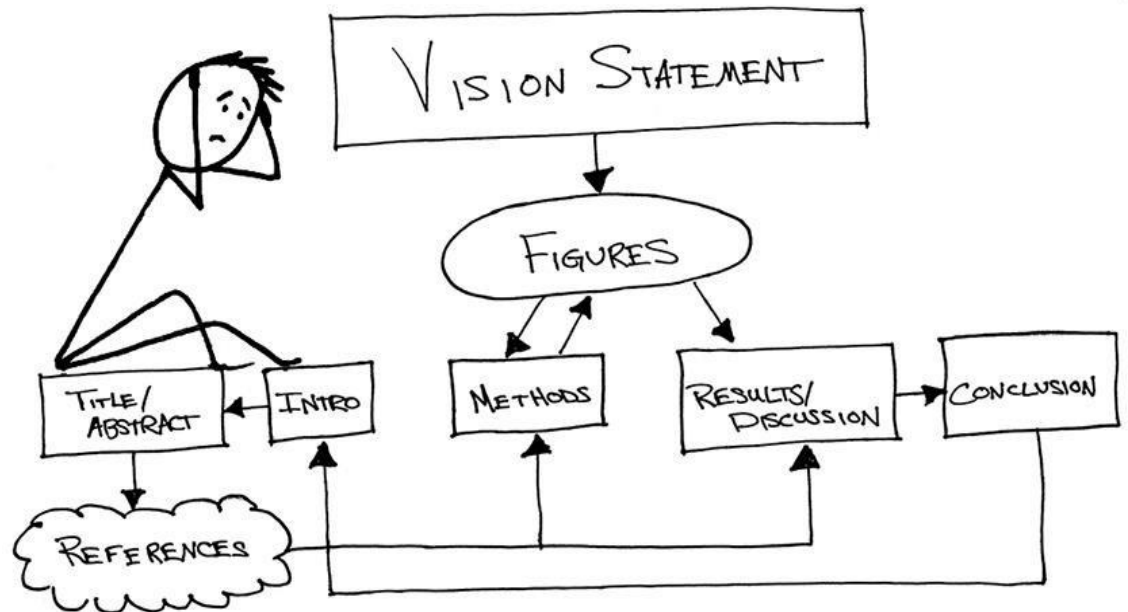
**Materials:** Below given ready made materials

#### Procedure:

- Distribute the materials and ask the ss to work on the material
- Give Ss shown time to finish the exercises
- Ask students to share their ideas with their partners and present their findings to the group.
- If answers are wrong teacher will clarify the answers.



## Materials of the lesson 19 (Writing scientific article on the research)



10-step formula for writing a scientific paper could be useful to anyone who has concluded a study and feels the dread of the blank page looming.

### **1. Write a vision statement**

What is the key message of your paper? Be able to articulate it in one sentence, because it's a sentence you'll come back to a few times throughout the paper. Think of your paper as a press release: what would the subhead be? If you can't articulate the key discovery or accomplishment in a single sentence, then you're not ready to write a paper.

The vision statement should guide your next important decision: where are you submitting? Every journal has a different style and ordering of sections. Making this decision before you write a single word will save you a lot of time later on. Once you choose a journal, check the website for requirements with regards to formatting, length limits, and figures.

### **2. Don't Start at the Beginning**

Logically, it makes sense to start a paper with the abstract, or, at least, the introduction. Don't. You often end up telling a completely different story than the one you thought you were going to tell. If you start with the introduction, by the time everything else is written, you will likely have to rewrite both sections.

### **3. Storyboard the Figures**

Figures are the best place to start, because they form the backbone of your paper. Unlike you, the reader hasn't been living this research for a year or more. So, the first figure should inspire them to want to learn about your discovery.

A classic organizational approach used by writers is "storyboarding" where all figures are laid out on boards. This can be done using software like PowerPoint, Prezi, or Keynote. One approach is to put the vision statement on the first slide, and all of your results on subsequent slides. To start, simply include all data, without concern for order or importance. Subsequent passes can evaluate consolidation of data sets (e.g., forming panel figures) and relative importance (e.g., main text vs. supplement). The figures should be arranged in a logical order to

support your hypothesis statement. Notably, this order may or may not be the order in which you took the data. If you're missing data, it should become obvious at this point.

#### ***4. Write the Methods Section***

Of all the sections, the methods section is simultaneously the easiest and the most important section to write accurately. Any results in your paper should be replicable based on the methods section, so if you've developed an entirely new experimental method, write it out in excruciating detail, including setup, controls, and protocols, also manufacturers and part numbers, if appropriate. If you're building on a previous study, there's no need to repeat all of those details; that's what references are for.

One common mistake when writing a methods section is the inclusion of results. The methods section is simply a record of what you did.

The methods section is one example of where knowing the journal is important. Some journals integrate the methods section in between the introduction and the results; other journals place the methods section at the end of the article. Depending on the location of the methods section, the contents of the results and discussion section may vary slightly.

#### ***5. Write the Results and Discussion Section***

In a few journals, results and discussion are separate sections. However, the trend is to merge these two sections. This section should form the bulk of your paper-by storyboarding your figures, you already have an outline!

A good place to start is to write a few paragraphs about each figure, explaining: 1. the result (this should be void of interpretation), 2. the relevance of the result to your hypothesis statement (interpretation is beginning to appear), and 3. the relevance to the field (this is completely your opinion). Whenever possible, you should be quantitative and specific, especially when comparing to prior work. Additionally, any experimental errors should be calculated and error bars should be included on experimental results along with replicate analysis.

You can use this section to help readers understand how your research fits in the context of other ongoing work and explain how your study adds to the body of knowledge. This section should smoothly transition into the conclusion.

#### ***6. Write the Conclusion***

In the conclusion, summarize everything you have already written. Emphasize the most important findings from your study and restate why they matter. State what you learned and end with the most important thing you want the reader to take away from the paper-again, your vision statement. From the conclusion, a reader should be able to understand the gist of your whole study, including your results and their significance.

#### ***7. Now Write the Introduction***

The introduction sets the stage for your article. If it was a fictional story, the introduction would be the exposition, where the characters, setting, time period, and main conflict are introduced.

Scientific papers follow a similar formula. The introduction gives a view of your research from 30,000 feet: it defines the problem in the context of a larger field; it reviews what other research groups have done to move forward on the problem (the literature review); and it lays out your hypothesis, which may include your expectations about what the study will contribute to the body of knowledge. The majority of your references will be located in the introduction.

## **8. Assemble References**

The first thing that any new writer should do is pick a good electronic reference manager. There are many free ones available, but often research groups (or PIs) have a favorite one. Editing will be easier if everyone is using the same manager.

References serve multiple roles in a manuscript:

- 1) To enable a reader to get more detailed information on a topic that has been previously published. For example: "The device was fabricated using a standard method." You need to reference that method. One common mistake is to reference a paper that doesn't contain the protocol, resulting in readers being sent down a virtual rabbit hole in search of the protocol.
- 2) To support statements that are not common knowledge or may be contentious. For example: "Previous work has shown that vanilla is better than chocolate." You need a reference here. Frequently, there are several papers that could be used, and it is up to you to choose.
- 3) To recognize others working in the field, such as those who came before you and laid the groundwork for your work as well as more recent discoveries. The selection of these papers is where you need to be particularly conscientious. Don't get in the habit of citing the same couple of papers from the same couple of groups. New papers are published every day-literally. You need to make sure that your references include both foundational papers as well as recent works.

## **9. Write the Abstract**

The abstract is the elevator pitch for your article. Most abstracts are 150–300 words, which translates to approximately 10–20 sentences. Like any good pitch, it should describe the importance of the field, the challenge that your research addresses, how your research solves the challenge, and its potential future impact. It should include any key quantitative metrics. It is important to remember that abstracts are included in search engine results.

## **10. The Title Comes Last**

The title should capture the essence of the paper. If someone was interested in your topic, what phrase or keywords would they type into a search engine? Make sure those words are included in your title.

Task: write your own article based on these 10 tips

## LESSON #20

<b>Theme #20</b>	<b>Getting ready for defense</b>
<b>Length: One hour and twenty minutes</b>	<b>NumberofStudents:</b>
<b>Lesson Outline</b> <b>Warm-up</b> <b>Activities</b>	
<b>The aim:</b> <b>To provide students with guidance and assistance in comprehending what is “Getting ready for defense.”</b>	
<b>Objectives:</b> <ul style="list-style-type: none"><li>• <b>To make aware of the purpose of the topic</b></li></ul>	
<b>Activity Type:</b>	<b>Individual, small group, whole class (teacher-students)</b>

### Warm-up. (15 min.)

Objectives: to lead-in to the topic and to raise students’ interest to it.

Materials: board, marker

Procedure:

- Write the word topic on the board. Have the learners answer the question: *What goes for the topic ?*
  - Allow them to guess and give their answers. The students may give many different answers.
  - Then ask them to give the words associated with topic. It is a sort of brainstorming. Write the words on the board.

### Introduction

#### Aim

To provide students with guidance and assistance in in comprehending what is “**Getting ready for defense.**”

#### Objectives

By the end of the lesson students will

- ✓ get the overall awareness of the topic and be confident;
- ✓ be able to understand the importance of the topic on his ongoing study
- ✓ have a basis for continuing the subject with great interest

**Time:** 80 min

**Materials:** Below given ready made materials

#### Procedure:

- Distribute the materials and ask the ss to work on the material
- Give Ss shown time to finish the exercises
- Ask students to share their ideas with their partners and present their findings to the group.
- If answers are wrong teacher will clarify the answers.

Look at the picture. What does the picture illustrate?



**Ex 1. Look through the tips below you should know before the test**

1) Do not underestimate how long it takes to prepare your slides/talk and make sure you give multiple practice talks

When I turned in my thesis two weeks ahead of time to my committee, I thought the hard part was over. Although a very important milestone, don't let your guard down. If you already have most your slides ready to go, then you are lucky. I ended up getting data at the last minute and my story changed. I had to make many model slides from scratch.

If you want to give a GOOD thesis talk, you need to practice multiple times. And this means that you don't cram it all in a couple of days right before your talk.

You certainly don't have to memorize every word of your thesis defense talk, but you should have it well-polished. You might be surprised when you play it back to yourself.

You should also time your talk. I noticed that I tend to talk faster (by about 5 minutes) when giving the actual public talk vs. when I practice on my own. My talk was ~45-50 minutes long which also leaves time for questions.

Either way, do not procrastinate on your slides and/or talk until days before. Make sure you use the full two weeks to perfect your slides, polish your talk (and be very concise about your words), and review material you are unsure about.

## 2) Listen to other thesis defense talks

The best way to mentally prepare for your thesis defense talk is to listen to other thesis defense talks. I actually went and got a few talks on DVD (the good ones that I remembered). If their research is on a similar topic as your own, this would be more ideal-but take what you can get. When you watch the talk, ask yourself what makes it good or bad? Were they enthusiastic and sincere? Did they keep the energy throughout the talk? Were there some rough areas of the talk? When nerves are running high, talks may not go as expected. You can battle this nervousness by showing up well-prepared. If you are, the thesis defense talk is just a formality.

If you cannot obtain any thesis defense talks on video, make sure that you go to actual public thesis defense talks.

## 3) Have your friends, labmates, and others drill you with questions

What's the best way to prepare for unforeseen questions? Have others that are familiar with your work drill you with questions. Chances are that even though these questions may not be the actual questions you will be asked either by the public and/or your thesis committee, it prepares you to think on your feet. It also builds your confidence.

## 4) Re-read over your entire thesis and write out your own list of questions

You may be sick of reading your entire thesis over and over by now, but you need to keep everything fresh in your mind. I actually read over my entire thesis multiple times during my final two weeks and came up with my own list of questions that I thought my committee would ask me.

## 5) Don't let distractions get to you

Completing your thesis is a huge milestone. Those last two weeks until defense day can be stressful. You are going to want to do all those little tasks that you have been putting off for so long because you have spent X amount of months writing your thesis in solitude and you had no time to do them. Your list could be very long

## 6) Get plenty of sleep, keep your diet in check, and take care of yourself

This might be the most difficult thing for anyone. I struggled with this the most while writing my thesis. Skipping meals, late nights, overloading your system with caffeine just to stay awake. You have to fight it the best that you can. A month before my defense talk, I hit the gym 3x a week (for the first time in months). Everyone handles the anxiety of their defense talk differently

7) Keep your cool and relax

When your defense day comes, you have to remember that you have put in a lot of HARD WORK to get to this point. You know your topic better than anyone. Because of this, you have no reason to be stressed out.

8) Don't focus on the after-party until you have actually reached the after-party

Who doesn't want to spend their final two weeks planning the celebration? Although I did have an after-party, I did not go to great efforts to plan it like a wedding party.

9) Have a good structure

A good thesis talk also has a good introduction before going on to the next idea or slide. It should flow in a logical manner and be smooth. That is why #1 is important, because many people don't spend enough time in the creation of good powerpoint slides.

10) Visualize yourself giving your defense each day and think about how good it will feel when it's over

This one is pretty self explanatory. I will say that when it is all said and done, it feels like a huge burden has been lifted off your shoulders. It is emotional and you finally feel that all that hard work and time that you put in over the years-was all worth it in the end. Good luck to all those who are preparing for their defense talk in the future! Think about what it will be like to get up in front of a large audience and show everyone how you moved a field forward. This is YOUR moment to show everyone you are an expert in your field. The more you keep this mentality, the better your talk will be. Keep your cool and relax (#7) and everything will be fine.

**Ex 2. Answer the following questions.**

What is Abstract?

What is the aim of Abstract?

When to write the abstract?

What is the length of Abstract?

How many types of writing an Abstract do you know?

**Ex 3. Read the question below and write the answers coming from your research.**

1 Why do you care about the problem and the results?

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2 What problem is your paper trying to solve and what is the scope of the work?

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3 What was done to solve the problem?

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4 What is the answer to the problem?

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5 What implications does the answer imply?

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*Abstract:* Abstract is a small paragraph of about 250-300 words which summarizes your research. Include the purpose of the research, methods, and your significant findings. An abstract is typically written after a research paper is completed since you know how your research is going to end. Often, the abstract is an independent section, which comes before the Introduction.

**Ex 4. Write a small paragraph about 250 -300 words summarizing the answers given in the Ex 1.**

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**By using the following checklist, tick the statement you have in your writing.**

Does the first sentence state the objective of the experiment?	
Is there the purpose of research?	
Do sentences describe how the investigation was carried out?	
Does the last sentence describe the significance of the results and impact to the field of study?	

The abstract is typically a single paragraph. The abstract should be considered as an independent. The first sentence should clearly state the objective of the experiment. If the experiment is based upon a hypothesis, which is greatly preferred, the hypothesis should be

stated and followed with statements describing its basis and evaluation. The subsequent sentences describe how the investigation was carried out. The following sentences describe, with as much precision as possible without being verbose, the results of the experiment. The final sentences describe the significance of the results and the impact of this work on the general field of study.

**Ex 5. Read the following samples of abstracts and analyze them by using the checklist below.**

### **Abstract A**

The qualification paper is dedicated to teaching English language with the help of children's literature by using animals and their functions to primary school children. Moreover, it tends to survey the methods of communicative language teaching which learners are encouraged and involved to engross in authentic communicative interaction in the second language. The main purpose of this thesis is to recommend more efficient ways and methods of teaching target language to fourth grade pupils to increase their personal and educational skills, and to make materials more interesting and motivating for young learners.

The participants of the study were groups of learners at the beginner level. The age of subjects was 10 and all of them were native speakers with the same nationality. For suggesting the effective methods she takes a pre-test on basis their English knowledge which they studied during 3,5 year at the school. Afterwards, the researcher made lesson plans and animal stories which is suitable for young learners level.

Then she organizes lessons by using animals and extra materials which will be effected positively pupils learning process. Also the investigator mixes to teaching ways which are traditional and untraditional, she tries to show with the association of new methods (total physical response and audio lingual method) to develop pupils' skills.

The lessons were conducted at school №200 which is located in Chilanzar district, Tashkent city. The duration of the study was for two months. As she has finished conducting lessons she took a post test on the basis of their gained knowledge and compared them for determining the efficiency of methods.

In conclusion, the research study helped to young learners to acquire their educational goals easily with the help of animals by using in children's literature.

## Abstract B

Teaching Listening to the students of technical areas has values that extend well beyond those related to developing literacy competency. Through listening one comes close to not only language itself but also the target specialty.

Listening is an effective skill for feeding and enriching student's language, adding to their store of vocabulary and sharpening their communication skills as well as pronunciation. It stimulates their intellectual and emotional lives, generating both cognitive and affective responses to ideas. It nurtures student's imaginations by providing them with vicarious experiences from exploring the depths of the ocean in times long gone to reaching the remote regions of outer space in times yet to come. Listening skill affords unlimited opportunities to foster student's personal growth, while providing a window through which student can examine their own emotions and experiences. Listening tasks in teaching English for specific purposes offers student a chance to form their vocabulary, imagination, speech and comprehension in their studying science area. However, in most cases listening is considered as a passive skill. Yet it is important to focus on listening as well as the other skills. Kevin McCaughey talks about the importance of listening, “ Keep in mind how important it is to have your students ‘do nothing but listen’. You can, of course, keep teaching vocabulary, writing, reading and speaking. But don’t let those activities steal from listening portion of class”. As we can see the importance of listening have to be considered in all language classes, even in teaching a language for specific purposes.

**Find the answers and write them in appropriate column.**

#		<b>Abstract A</b>	<b>Abstract B</b>
1.	Write the sentence that states the objective of the experiment.		
2.	The purpose of research.		
3.	List the sentences that describe how the		

	investigation was carried out.		
4.	Write the sentence that describes the significance of the results and impact to the field of study.		
5.			

According to Day (1983), there are two basic types of abstract.

- An *informative* abstract extracts everything relevant from the paper, such as research objectives addressed, methods employed in solving the problems, results obtained and conclusions drawn. Such abstracts may serve as a highly aggregated substitute for the full paper.
- An *indicative* or *descriptive* abstract rather describes the content of the paper and may thus serve as an outline of what is presented in the paper. This kind of abstract cannot serve as a substitute for the full text.

**It is time to evaluate your own research. The following questions will guide you to evaluate your paper. Write answers to the question, thus, these answers will help you to make improvements.**

#	Questions	Answers
1.	Is the appearance of the paper neat and appropriate? Can you recommend any format changes that would improve the appearance or make the paper easier to read?	
2.	Is the title appropriate? Why or why not?	

3.	Did the writer cover the subject in enough detail to give you a thorough understanding of it? Was the approach well-rounded, or did the writer take a one-sided view of the subject? Explain.	
4	What did you learn that surprised you?	
5.	What did you like about the paper? Why?	
6.	If your partner wanted to improve the paper, what suggestions would you make?	
7.	Reread all the comments you have made about your partner's paper. How can these	
8.	Read the introduction. Put yourself in the place of your audience. Would you want to continue reading? Try to make the introduction more engaging. (Remember, although the style of a research paper is formal, it doesn't have to be dry or boring.)	
9.	Read the rest of the paper. Try to find any examples of misplaced or unnecessary	

	information. Identify areas in your paper where you would relocate misplaced information.	
10.	Remember that your reader doesn't have the benefit of all the background research you have done. All he or she knows is what you put into the paper. Identify any unexplained terms or hazy concepts that you need to explain more clearly.	
11.	Evaluate the style of your paper. Do you need to vary your vocabulary or sentence structure? Did you use too many linking verbs and not enough action verbs? Are your sentences too short and choppy or too long and rambling? Give examples of sentences that can be improved.	
12.	Have you remembered to put in your own words everything except direct quotations from your sources? Have you correctly referenced all information taken from your sources? Reread your paper and list any sections that may need additional source information.	

**Mustaqil ta'lim mashg'ulotlari**

<b>№</b>	<b>Mustaqil ta'lim vazifalari</b>	<b>Soat</b>
1	Download any research or article. Identify the reason/s of choosing the research topic. Provide the arguments	2
2	Choose any of the given topic, and make 5 note cards: 1. The role of learner autonomy in learning EFL 2. The ways of motivating ESP learners 3. Teaching vocabulary through games	4
3	Write a reflection (ab 100 words) on the differences between Assignment, Evaluation and Testing. Provide relevant examples	4
4	Submit the literature review on you research topic.	2
5	From your literature review , select the ideas that are 1. Certainly true 2. Probably true 3. Possibly true facts. Give 3 examples for each case	4
6	From the article or research you have chosen in early assignments, find the signposted words and explain their purpose in this piece of writing.	2
7	Submit the Introduction of your research.	2
8	Write possible hypothesis to/of your research.	2
9	Reflect on the ways of avoiding plagiarism. Provide examples.	2
10	Submit 15 card notes on your research topic	2
11	What research tools can be used in your research. Reflect on the their effectiveness in your research. ( ab 150 words)	4
12	Briefly describe what techniques/methods/ strategies you are going to apply in your research. State the reasons. (Ab 150 words)	2

**Jami 32 soat**

# Glossary of key terms

## Access

The process followed by a researcher to obtain permission from the members, to enter a field study setting and to carry out the field observation.

## Account

The suitable explanations a researcher must provide when seeking access to a field study setting.

## Accretion traces

The accumulation of sediment on a social artefact.

## Action research

Research aimed at helping powerless people in society to solve their problems and be empowered to fight for social justice.

## Anonymity

A situation where even the researcher will not know who provided which specific responses or data for a research project, e.g. an anonymous survey.

## Applied research

Research carried out for practical applications and problem-solving functions.

## Archival analysis

Research that examines collections of public and other documents or records, to study a specific topic, issue or phenomenon.

## Archival records

Public or private records or documents related to the phenomenon under study which can be examined as research data.

## Authority

Basing one's beliefs as true based on the power of the source of information.

## Auto-ethnography

Also known as autobiographical sociology, a process where a researcher tells personal stories about some aspects of their own life experiences.

## Basic research

Research carried out to discover something simply for the sake of knowledge to improve our understanding of the world, and for academic rather than commercial purposes.

## Bibliography

A list of all sources of information consulted for the study, some of which may not have been cited within the body of the publication.

## Case studies

A case study is the in-depth examination of just one or a few cases, instances or 'objects of interest' to analyse a complex, contemporary phenomenon.

## Causality



Examining if one variable causes changes in another, in a given phenomenon. This cause and effect link is examined using experimental research where the time order release of the two variables is controlled, to see if the cause precedes the effect.

### **Census**

A sample that includes every member of the targeted population of the research study.

### **Closed system**

A system that is unaffected by external factors or the environment as it cannot interact or be influenced by them.

### **Cohort studies**

Examines different samples of a specific sub-population or cohort across time to examine how they may have changed during that period.

### **Columbia School**

Related to the functionalist paradigm, research under this school of thought looks at how things may be improved by looking at how and why people do things a certain way and how they work. It is also known as administrative research.

### **Common sense theories**

Theories based on what we know to be true from experience, which can be scientifically proven.

### **Concealment**

A situation where some information about the project is kept hidden from the participants or respondents.

### **Concept**

A name or label given to a specific phenomenon, which is easily recognisable and distinguishable.

### **Confederates**

A person working for or with the researcher who is instructed to act in a certain way as designed in the study to examine how participants react to it.

### **Confidentiality**

A situation where the identities of the respondents are protected and not made public by the researcher.

### **Connotation**

The implied meanings of a sign/message/text.

### **Constructionism**

The **epistemology** which assumes that there is no one absolute truth or 'reality' and that reality is socially constructed. It is most often used in qualitative research and the **interpretivist** paradigm.

### **Constructivism**

A theory about how people learn – where they ask questions and find answers via exploration and assessment of what they already know.

### **Constructs**

Since concepts are abstract and unobservable, they need to be assigned a specifically created construct for a given research project that carries a specific meaning within that context.

### **Content analysis**

A quantitative research method used to analyse the manifest content (literal meaning) of messages in a systematic and objective manner to measure and compare their various characteristics.

### **Convenience or availability sample**

A sample made up of readily available subjects used in a research study.

### **Correlations**

Interdependence between factors within a system.

### **Cost-benefit analysis**

An analysis that explores how to reach the desired goal at the lowest cost or in the most efficient manner.

### **Covering laws**

Theories that are expected to apply or 'cover' the broadest possible number of similar issues, events or phenomena under study (generalisability) in a given research project.

### **Covert participant observation**

A field study where the members or its leaders are aware of the researcher's presence and where the researcher openly carries out the observation, note taking, interviews etc.

### **Critical theory**

Research carried out under this paradigm examines the ideologies and power relations in society or a given situation pointing out what is wrong or unfair, who benefits from the current situation and tries to make positive changes to benefit everyone – especially those who are powerless, marginalised and negatively affected. It is related to the **Frankfurt School**.

### **Cross-sectional study**

A one-off study conducted using a representative sample from the relevant population. It provides a snapshot of the present with findings that are limited in scope.

### **Cultural studies**

This perspective is also credited to the Birmingham school. It looks at 'representation' or how meanings are given to different things depicted in a text. It also looks at how the same text may be 'read' or interpreted in different ways by different people, how it works and in what contexts.

### **Curvilinear relationship**

A graph plotted between the independent and dependent variables indicates a U-shaped curve. As the value of one decreases, the value of the other also decreases to a point but thereafter, as one increases, the other also increases. This process is reversed in an inverted (upside down) U-shaped curve.

### **Debriefing**

In situations where deception or concealment has taken place in a research study, the researcher must reveal the true nature of the study at the end of the data collection.

### **Deception**

A researcher deliberately providing false information to research participants or respondents.

### **Deductive reasoning**

An approach to research where the researcher predicts a relationship between the independent and dependent variables, stating it as a hypothesis. The hypothesis is then tested to see if it is true or false. Comes under the logic of reasoning.

### **Denotation**

The literal meaning of a sign/message/ text.

### **Dependent variable**

The variable the researcher seeks to explain. These are always measured or observed – not manipulated.

### **Depth interviews**

A method of qualitative data collection used when the phenomenon under study cannot be directly observed or measured. Interviewers will ask people for their opinions, views, experiences, recollections, feelings etc. on the topic, issue or phenomenon under study.

### **Descriptive studies**

A study where the researcher provides a description of their observations, findings, results of data analyses, what people said during interviews etc. of a phenomenon under study.

### **Discourse analysis**

A method of data analysis used to examine how a topic or subject gets ‘talked about’ in society and in media messages, to uncover the power relations embedded in society.

### **Dynamic equilibrium**

A system stays in balance, or equilibrium, while its various parts move or remain active (dynamic) all the time.

### **Ecological fallacy**

Making inferences about a group and applying them to all individuals belonging to that group irrespective of their individual differences. Similar to profiling or stereotyping.

### **Empiricism**

A theory that sees all knowledge as derived from sensory experience.

### **Epistemology**

A way of understanding and explaining how we know what we know or believe in.

### **Erosion traces**

Involves wear and tear and some form of reduction of a social artefact.

### **Ethnography**

A qualitative research methodology used to observe people in their natural and uncontrolled social and cultural settings.

### **Evaluation research**

Research carried out to gauge the relevance, suitability and effectiveness of a specific (public relations or other) campaign or program, being implemented. It is also known as **program evaluation**.

### **Exit strategy**

The plan set in place to leave a field study setting at the end of the data collection. This should include debriefing, if any form of deception was involved.

### **Experimental research**

A research methodology used to examine the behaviour of people in controlled settings.

### **Explanatory studies**

The researcher provides a causal explanation of ‘why it is so?’ or a functional explanation of ‘how is it so?’ for a phenomenon under study.

### **Exploratory studies**

Preliminary research that explores a relatively new or unknown topic to gain a basic understanding of it, but not to provide satisfactory answers to a research question.

#### External validity

The generalisability of research findings to those other than the sample or population used in the study.

#### Fallacies

Wrong assumptions made in research.

#### Field notes

A researcher's notes on the observations made at the setting during a **field study**.

#### Field study

A qualitative data collection method borrowed from anthropology, also known as field observation. It is carried out in the natural setting where the phenomenon takes place.

#### Focus groups

A qualitative data collection method using a group interview of 6-12 people to gather their opinion on a specific social/political/environmental issue.

#### Framing

The way the messages of a discourse are regulated and controlled, that shapes how the message is interpreted.

#### Frankfurt school

Linked to the **critical theory** paradigm and the theories of Karl Marx.

#### Functionalism

Research carried under the functionalist paradigm examines why people behave the way they do and assumes it is because people know the consequences and uses (functions) of their behaviour or actions. It is also known as administrative research and is linked to the **Columbia School**.

#### Genre analysis

A method of analysing texts classified according to the distinct categories or genres they belong to based on their structures and subject matter. It is a method of qualitative content analysis of the latent or hidden aspects of messages.

#### Grounded theory

A systematic method of analysing qualitative data.

#### Hermeneutics

The study of understanding human action and text.

#### Heuristic value

Indicates if a theory can generate research and take our knowledge further.

#### Hypothesis

A formal statement made about the predicted relationship between variables in a research study, which is directly tested by the researcher. Generally linked to deductive reasoning.

#### Ideographic explanations

Only valid for a specific situation or 'case' and not generalisable to others.

#### Ideological analysis

Ideology is a representation of a shared value or belief held by a group or society. A researcher will examine the specific beliefs or ideologies of a culture that are revealed in the signs and texts

#### Independent variable

its society uses and creates.

The variable that is systematically changed or manipulated by the researcher, which creates changes in the dependent variable. These are measured and observed or manipulated.

#### **Individual fallacy**

Taking an exception to a general rule and considering it as cancelling the rule.

#### **Inductive reasoning**

The researcher begins with an open mind looking at the full picture to see what is going on. It uses research questions and comes under the logic of reasoning.

#### **Informants**

A person who helps a researcher in a field study by helping them gain access to the setting, introduce them to the members of the setting, answer questions the researcher may have and provide clarifications. Often it is a member of the setting.

#### **Interactions**

Factors that influence each other within a system.

#### **Inter-coder reliability**

Recoding of (randomly selected) 10% of the units of analysis coded by one coder, by another in a content analysis, to examine the agreement between the two for reliability and consistency.

#### **Interpretivism**

The theoretical paradigm where research seeks knowledge through the interpretation or understanding of human action, by examining how people make meanings of them.

#### **Interrelationships**

Relationships between factors within a system.

#### **Intertextuality**

A new text borrowing aspects from or making references to existing ones.

#### **Interval level variables**

Variable categories which carry names or labels indicating some rank order, have equal distances between adjacent categories, but have no true zero.

#### **Intracoder reliability**

In a content analysis when only one person carried out all the coding, 10% of the units of analysis are randomly selected and recoded by the same person at a later stage to examine the agreement between them, for reliability and consistency.

#### **Intuition**

Seeing truth as obvious, self-evident or based on commonsense knowledge.

#### **Life histories**

Research that examines the entire chronological life history of a person, by interviewing a few people to gain insights into the person whose life history is examined.

#### **Likert scale**

Also known as the *summated ratings approach*, a Likert scale has several statements that address the concept under examination with an interval scale, prepared by the researcher. The numbers given by a respondent to each of the statements on the interval scale are added to obtain a composite score.

#### **Linear relationship**

A situation where one or more of the dependent variables will change when the independent variable changes.

### **Literature review**

An examination of the existing research publications on the topic area of a new study, to discuss their theorising, research designs, data collection methods, findings, strengths, limitations and contexts as relevant to the new one. This also includes the researcher's own views and observations, and alternative explanations of the findings as to what other factors may have given rise to those findings.

### **Logical fallacy**

A researcher fails to correctly identify the relevant unit of analysis in a study, leading to confusion, inaccurate conclusions and research findings.

### **Longitudinal study**

A study that collects data from the same population (but different samples) at different points in time.

### **Mean**

Also known as the 'average', it is the median of a set of values.

### **Measurement**

The way data are collected and observations made for a given concept or variable.

### **Measurement error**

Errors in the findings caused by the shortcomings of the research instrument used to collect the data.

### **Median**

The mid-point of a set of values, when they are arranged in ascending or descending order.

### **Methodological triangulation**

Use of several methods of data collection in the same research project to obtain several perspectives of the same phenomenon.

### **Methodologies**

The strategic plan of action, process or design used in a research study, e.g. experimental research, ethnography.

### **Methods**

The various data collection and analysis techniques, practices and procedures followed in research, e.g. survey questionnaires, focus groups.

### **Mode**

The value that occurs most often in a distribution of values for a given variable.

### **Moderator**

The person conducting a focus group.

### **Multi-method research**

Research that uses more than one paradigm, methodological tool or data collection method in the same study to obtain a more holistic view.

### **Multivariate analysis**

A study which has more than one independent variable or several dependent variables under analysis.

### **Narrative analysis**

Describes the formal narrative (story telling) structure of a message and is a form of qualitative content analysis of latent messages.

#### **Needs assessment**

An analysis that identifies potential problem areas, their severity and how they may be addressed.

#### **Negative relationship**

When the value of the independent variable increases, the value of the dependent variable decreases.

#### **Nominal level variables**

Variable categories, which are simply given names or labels.

#### **Nomothetic explanations**

Allows for generalised explanations rather than unique or idiosyncratic ones. Often used in positivist research.

#### **Non-linear relationship**

A situation where no predictable pattern or relationship seems to exist between the independent and dependent variable in the phenomenon.

#### **Non-participant observation**

A field study where the researcher does not take part in the activities of the setting being observed or studied.

#### **Non-probability sampling**

A sample where each member or unit in the study population does not have an equal chance of being selected.

#### **Non-representative sample**

A sample that does not include cases or individuals from all subgroups of the targeted population. Findings of such a study are not generalisable to the population.

#### **Non-response rate**

The percentage of the respondents that did not answer a specific question.

#### **Non-scholarly sources**

Newspapers, magazines, trade journals, websites and other sources examined for suitable articles and information for a research study.

#### **Normative theories**

Scholarly theories that suggest ways to improve everyday or professional practice.

#### **Object**

The event, thing or phenomenon under study.

#### **Objectivism**

An epistemology based on belief in the existence of an absolute or objective truth and reality.

#### **Objectivity**

An objective researcher is assumed to be free of individual views, biases and prejudices during the research process.

#### **Open system**

A system that responds to and is affected by external factors or its environment.

#### **Operational definitions**

The procedure followed in measuring, observing or experiencing a variable or construct.

### **Ordinal level variables**

Variable categories which carry names or labels but which indicate some rank order.

### **Overt participant observation**

A field study where the members or its leaders are not aware of the researcher's purpose and the researcher carries out the field study undercover or while pretending to be doing something else.

### **Panel studies**

The same sample of subjects is studied at regular intervals to observe changes over time within the sample and subjects.

### **Paradigm**

A paradigm is a way or framework of looking at something.

### **Participant observation**

A field study where the researcher does take part in the activities of the setting being observed or studied.

### **Participatory action research (PAR)**

Action research has a problem-solving function for social justice to benefit people who are powerless or marginalised. Participatory action research involves community members as co-participants to make their own decisions and take action, to improve their own lives.

### **Pattern coding**

A method of analysing qualitative data using a systematic set of procedures to code data into named categories (groups) to discover patterns between them.

### **Personal theories**

Personal theories are subjective, culture-bound and often privately held beliefs, developed by individuals for use in their everyday communication, e.g. superstitions, prejudices.

### **Phenomenology**

The study of how people experience the world.

### **Physical traces**

Some social artefacts are physical traces which can be erosion (reduced) or accretion (collected).

### **Polysemy**

Multiple meanings of the same message made by the 'readers' of the message or text.

### **Population**

All members of a group, case or class of subjects, variables or phenomena under study.

### **Positive relationship**

When the value of the independent variable increases, the value of the dependent variable also increases.

### **Positivism**

The theoretical paradigm that seeks to obtain knowledge by discovery. It uses the epistemology of **objectivism** and data collection via empirical observation using the five senses.

### **Postmodernism**

An artistic movement, time in history and a style of criticism since the late 20<sup>th</sup> century. Commonly seen in the deliberate mixing of existing texts, artistic styles, genres and media, when creating new texts.

### **Poststructuralism**



Relates to the phenomenon of a message having several different meanings for its different receivers.

#### **Primary sources**

Scholarly publications written by those who conducted the research. Generally published as journal articles, books etc.

#### **Probability sampling**

A sample where each member or unit in the study population has an equal chance of being selected.

#### **Process evaluation**

A research method that determines if a program or campaign was implemented as designed.

#### **Purposive sample**

A sample made up of cases or individuals who meet the requirements of the study's design and possess the required characteristics.

#### **Qualitative**

Data that is non-numerical and embedded in their context. e.g. responses to open ended questions in a survey; opinions of people.

#### **Quantitative**

Data that is numerical and can be 'counted'. E.g. responses to close-ended questions in a survey.

#### **Quota sample**

A sample that selects subjects to include known or pre-determined percentages (quotas) of people from various groups, based on their actual distribution in the population.

#### **Random digit dialling**

When choosing a sample of telephone households to call for a research study, randomly selecting the last digits set aside for home phone numbers for a given state, city and exchange, and using random number tables to do so.

#### **Random error**

Errors in the findings caused by unexpected, uncontrolled and unknown factors.

#### **Ratio level variables**

Variable categories which carry names or labels, indicate some rank order, have equal distances between adjacent categories, and have a true zero.

#### **Rationale**

The researcher's explanation as to why the study is important, what purpose it serves and what will be its outcome to society or the academic field.

#### **Reference list**

A list of all sources of information used in writing-up the research findings and cited within the body of the publication. Listed under authors' last names in alphabetical order.

#### **Reliability**

The consistency of the findings when the study is repeated at different times or by different researchers, using the same methods and procedures.

#### **Representative sample**

A sample that includes cases or individuals from all subgroups of the targeted population.

#### **Research case study**

A report of a research study, based on actual research and written in the style of a standard research report.

### **Research questions**

Used when the researcher is not sure what to look for. It indicates the general areas of the phenomenon under study. Data is then collected to examine the research questions. Generally linked to inductive reasoning.

### **Response rate**

The percentage of the sample that returned the completed surveys.

### **Sample**

A selected number of individual cases or research subjects, drawn from a larger population for a specific study.

### **Sampling error**

Errors in the findings caused by differences between the sample and the targeted population.

### **Sampling frame**

A complete list of all members of the target population.

### **Scholarly theories**

Social scientific theories developed using scholarly research, systematic observation, inquiry, analysis, generalisation, and prediction.

### **Science**

Knowledge based on objective principles and systematic observation.

### **Scope**

Indicates how comprehensive, inclusive or general a theory is to explain a range of situations rather than just one.

### **Screening questions**

The set of questions used when selecting suitable participants for a focus group, based on the requirements of the research design.

### **Secondary sources**

Summaries of existing research, literature reviews, analyses, commentaries, opinions, textbooks etc written by those who did not carry out the original research. Helps identify the key research studies, theories and scholars in the area.

### **Self-reflexivity**

Looking at ourselves through other people's eyes, as when looking through a mirror.

### **Semantic differential scales**

Also known as the bipolar ratings system, it is used to measure respondents' attitudes towards a given issue, on a 1–7 interval scale with several opinions set up at extreme ends (e.g. useful–useless). A composite score is calculated for each respondent for this scale.

### **Semiotic analysis**

A method textual analysis or qualitative content analysis of latent messages, where the researcher looks for a 'deeper meaning' in texts, by examining the relationships between signs (signifier) and meanings (signified) and the use of binary oppositions (good vs bad) to create specific meanings. It is also known as structural analysis.

### **Simple random sampling**

A sample where each subject in the population has an equal chance of being selected for the study.

#### Snowball sample

Also known as referrals, the sample is made up of referrals from subjects who identified other suitable subjects, usually in areas that are difficult to conduct research in.

#### Social artefacts

A product of people and their activities or behaviours. They can serve as a unit of analysis.

#### SPSS

‘Statistical package for the Social Sciences’: the computer software commonly used in the quantitative analysis of data.

#### Stimulus materials

Audio-visual materials related to the research topic shown to a focus group before the discussion begins, to provide a common ground to initiate the discussions.

#### Subject

The person or researcher carrying out the act of meaning-making.

#### Subjectivism

This epistemology sees meaning-making as carried out exclusively by the active subject (person) about a passive object (what is made meaning of). The subject will import meaning on the object from elsewhere.

#### Survey questionnaire

A method of collecting data or information from people about their demographic characteristics, opinions, choices, preferences, attitudes, beliefs, motivations etc to answer the question ‘What do people think, do or feel about a specific issue or topic?’. They collect quantitative data from closed-ended questions and qualitative data using open-ended questions (by picking the

#### Symbolic interactionism

applicable response).

The study of structure, functions and meanings of symbol systems (such as language). Developed by the Chicago school. Uses the methodologies of **ethnography** and **grounded theory**.

#### Synergies

Factors working together indicating that the ‘system’ or ‘whole’ is greater than the sum of its parts.

#### Systems of logic

**Deductive** and **inductive** systems of logic in scientific reasoning are used in research studies when examining an unknown phenomenon.

#### Systems theory

The theoretical paradigm that sees an individual, group, organisation, society or any social entity as an ‘organism’ made of a system of parts making up a ‘whole’ that tries to maintain a state of equilibrium or balance.

#### Teaching case study

A report of a research study which may be based on an actual case study but may contain some fictional or semi-fictional aspects and is written as a story. It could also be a completely fictional one.

#### Tenacity

Long-held, taken-for-granted beliefs, which are difficult to change even when faced with contradictory evidence.

#### **Textual analysis**

A qualitative research method used to analyse the latent content (implied or hidden meaning) of messages.

#### **Theoretical perspectives**

Provides a context to a specific research study.

#### **Theory**

A theory is used to explain what happens in society and what we do in practice. It describes, explains and predicts a phenomenon in order to help us understand it and thereby provide insights as to how it may be controlled.

#### **Trend studies**

A topic is re-examined or re-studied at different points in time using different samples of the same populations to observe if any trends exist.

#### **Unit of analysis**

The unit of observation can be an object, event, individual, group, organisation, or society. It is the 'who' or 'what' the researcher wants to explore, describe, explain or understand.

#### **Universe**

Content analysis' counterpart to the target population in other research.

#### **Uses and gratifications theory**

People consume media messages to obtain uses (functions) and pleasures (gratifications).

#### **Validity**

The level at which the study actually measures what it was meant to measure.

#### **Variable**

The observable or measurable counterpart of a construct describing how a researcher will measure the construct. It has a set of values assigned to it and can be either quantitative or qualitative.

#### **Volunteer sample**

A sample made up of those responding to the researcher's call for participants.

#### **Working theories**

Theories that are at an exploratory stage and still under examination.